JUNIOR AND SENIOR HIGH SCHOOL SPELLER

WARD

Ruth Allen 38

JUNIOR AND SENIOR HIGH SCHOOL SPELLER

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AMERICAN BOOK COMPANY

NEW YORK CINCINNATI CHICAGO
BOSTON ATLANTA

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PREFACE

"Mary Krizmus and Hepi Nuir" was the greeting printed on a sign in the shop window of one of our new citizens. Evidently in the United States spelling must be directly taught. Students in high school and even in college misspell many words. Experience has proved that the native students more than the foreign-born need spelling instruction. Those to whom English is not the native language of necessity pay attention to words and develop word sense. But whether native or foreign-born, the majority of high-school students need definite spelling instruction.

The attempt to teach spelling from ordinary spelling books with poorly selected words in monotonous lists has led gradually to the development and formulation of the practical method set forth in the following paragraphs:

1. The principle of association of ideas should govern the learning of spelling as it does of other subjects. Words in this book, therefore, are grouped according to some similarity of formation or pronunciation. Tests mentioned by Starch in his "Psychology of High School Subjects" show a decided improvement due to the grouped method in place of the separate method.

2. The causes of misspelling should be carefully considered. Errors occur in the prefix or suffix, or in joining the prefix or suffix to the root, or in the root itself. Incorrect pronunciation and wrongly conceived ideas of syllables also cause errors. Sections of this book deal with each of these sources of trouble. The interest of pupils should be held on one cause of spelling error long enough for mastery. The grouping and accompanying discussions, illustrations, and exercises help to bring about this result.

3. Effort, however, is wasted if it is expended upon words that will not be used in actual life. Therefore care has been taken in the selection of the words. In this important process the "Sixteen Spelling Scales," and "The Teacher's Word Book" by Edward L. Thorndike, both published by Teachers College, Columbia University, have been very helpful. The first contains a carefully compiled selection of the second and third thousand most commonly used

words, after the first thousand of the Ayres Scale. Dr. Thorndike book, even more authoritative, lists the ten thousand most com monly used words tabulated from a large number of sources. Th words in this book are for the most part within these limits excep in the case of difficult and technical words for advanced pupils.

4. Interesting material for dictation is provided—both in th textbook and in the Manual for Teachers for use with it—becau the ability to spell must be exercised when the mind is principal occupied with the ideas which are being written. Higher records tests have been made on words in lists than on words in sentence but the test should be governed by the conditions of actual use, an the words should occur in the variety of forms in which they a found in sentences.

5. Psychological studies have shown that because such a varie of mental conditions affect the ability to spell, it is a wise polic saving the time of pupils and teachers, to give intensive instructio to poor spellers in a group by themselves. The teacher will be ab to discover what mental quirk stands in the way of a pupil's formi a correct visual or auditory image of a word and to offer a suitab remedy. The groups of words in this book are planned to ho attention upon single spelling difficulties long enough to diagnose pupil's trouble and to help him overcome it.

Several advantages of this textbook have been discovered an increased through the actual use of parts of it in the hands of pupil

Grateful acknowledgments are due to Dr. Clarence Stratto Director of English in the schools of Cleveland, and to several co leagues of the author in the English departments of Cleveland hig schools, who read the manuscript and offered valuable criticisms an suggestions. The original inspiration of the book came from readi "What is English?" by Mr. C. H. Ward of Taft School, to who the author wishes to express a strong sense of obligation. The auth is greatly indebted to the compilers of the "Sixteen Spelling Scale and its publisher, Teachers College, Columbia University, for t privilege of using their studies. Professor Allan Abbott, of Teache College, Columbia University, most kindly directed the autho preliminary studies and gave the encouragement which opened t way to the completed work.

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INTRODUCTION FOR PUPILS

A FATHER who was arguing against his daughter's remaining in school said, "Why, Mary hasn't learned anything in her English class. When she writes a letter she keeps going to the dictionary to see how to spell words."

What Mary's father did not know is that the habitual and thorough use of the dictionary is the foundation of correct spelling and the correct use of words, especially if one is ever going to use new words. Mary had learned at least one important lesson.

In this book the work that the dictionary does so completely is not done for you. That is, the words are not marked to indicate pronunciation, and usually are not divided into syllables, nor are meanings given. Many of the words are so familiar to you that such additions would be of no use. But the most important reason for these omissions is that you may form the habit of using the dictionary.

You should be equipped with a students' edition of a standard dictionary, one large enough to give derivations and several meanings for a word. Webster's Secondary-School Dictionary and Webster's Collegiate Dictionary are excellent.

Have you ever been asked the question "What book would you like to have with you, if you were to be allowed but one, during exile on a deserted island?" It is to be hoped that, after studying this book, you will agree with many wise men in choosing the dictionary. Words, besides being of supreme value because they are the material of thoughts, are of great interest from the point of view of their history. The story of how their forms and meanings have developed is closely interwoven with the story of the development of the race.

A very little of this story is suggested in Chapters II and III of this book. Let your interest in words grow and find satisfaction in study of the dictionary.

Not all words need to be studied with equal thoroughness. A little time used with intelligence and discrimination will accomplish more toward accuracy in spelling than much time spent on all the words of a lesson. Before a lesson is studied a test may be dictated to you, not with the expectation of your making a high record, but so that you may discover what words you need to study. Then use as much time as you require to master the words which you find you do not know.

Although some people have a better natural equipment for spelling than others, you can learn to spell well if you desire that end seriously enough to concentrate your effort on one word at a time for a long enough time to make its thorough acquaintance.

The best way to learn to spell a word has been determined by the patient experiments and study of many investigators. They agree upon the important steps.

First, *learn the correct pronunciation of the word.* If you are working in a class the teacher will speak the word correctly. If you are working alone, in every case in which you are not sure of the pronunciation, learn it from the dictionary.

Second, *note the syllable divisions of the word.* Think of a word not as a series of letters but as an organized unit. In many words the separate syllables have meanings of their own.

Third, *write the word on paper, speaking to yourself each syllable as you write it.* Be sure that you have seen the word correctly spelled and have heard it correctly pronounced before you write it. If you are working alone you will have to depend on the dictionary or the spelling book for the sight of the word, and on your own voice, directed by the

dictionary marking, for its sound. In the class the teacher will write the word on the blackboard and pronounce it for you. In either case be sure you have a correct idea of the word before you write it, for you are now building the impression of the word into your mind.

Fourth, *cover up your first spelling of the word and write it again slowly, sounding each syllable to yourself as you write it.* Concentrate upon the sight and the sound of the word. You are fixing in your mind the visual and the auditory images of the word. Covering your previous spelling helps you to concentrate on each effort.

Fifth, *compare your second spelling with the original one. Then cover both previous spellings and repeat the process once more.* The three writings done with careful attention should establish the correct spelling in your mind for all time. But if in the next test you miss one of the words you have studied, be patient with yourself and go through the five steps once more. Your success will depend on the degree of care and concentration you use in carrying out each step.

Your instructor can not teach you to spell; he may help you to learn. Your class can not do the work for you, although group effort is stimulating. You must use *your* eyes, *your* ears, *your* voice, *your* muscles, and *your* mind on each word that is difficult for *you.* You should even make your own spelling book, for the very words that you find most difficult may not appear in this book. You should keep a small notebook, or a few pages of your general notebook, for the words you need to attend to. A good title for this is "My Never-Again List." Under this heading put all words that you have misspelled in any class at any time. See that they are correctly spelled in this list and that any facts about a word that will be helpful in memorizing it are added. If you look these words over frequently and have

some one occasionally test you on them, you will soon find that you no longer need a "Never-Again List."

Misspelling is no disgrace to those who have had no opportunity to learn. Every pupil in the later years of the high school has had that chance. See that you use sufficient effort to make yourself proud of your ability to spell a large vocabulary accurately.

CHAPTER I

FREQUENTLY USED WORDS

1. Pronunciation

Much of your ability to spell well depends on your careful pronunciation of words. Careless speakers sometimes leave out a syllable or combine two, and besides destroying the music of cultivated speech they will probably misspell such words when they write them.

Drill on the following words, giving proper value to each syllable:

poem	po em
poetry	po et ry
quiet	qui et
finally	fi nal ly
really	re al ly
library	li bra ry
formerly	for mer ly
cemetery	cem e ter y
secretary	sec re ta ry
boundary	boun da ry
geography	ge og ra phy
congratulate	con grat u late
sophomore	soph o more
probably	prob a bly
interesting	in ter est ing
laboratory	lab o ra to ry

2. Syllabication

Now let us see if in dividing words into syllables there are any principles that will help us in spelling. A syllable is that part of a word which may be pronounced with one impulse of the voice. Therefore the core of a syllable must be a vowel sound, which is shaped by the consonants before and after it, if any. If there are two consonants between two vowels, the syllable division usually comes between them, as in *for-mer-ly*, *sec-re-ta-ry*. But which vowel shall have a single consonant, as for example the *n* in *finally?* This difficult question is fairly settled by letting the long, strong vowel stand alone after *f* and allowing the *n* to support the short *a*. The proper division then is *fi-n̂al-ly*. Note that in *lab-o-ra-to-ry* the *b* stays with the short *a* and the long, strong *o* stands alone.

Study the whole list in Section 1 on page 11 to see whether in each case it is true that a single consonant goes with the following vowel if the vowel before it is long, but stays with the vowel before it if it is short. Make a list of words from a page of the dictionary to see if this really holds good. In some cases you will find that accent makes a difference in the position of consonants. In many other words a fact of origin or structure of a word may also modify the principles of syllabication stated above. For example, in *in-ter-est-ing* two consonants close the syllable *est* and the suffix *-ing* stands alone.

It is necessary to know the facts about syllables in order to divide words properly at the ends of lines. The typist, the printer, and the linotypist especially must be able to recognize the correct syllable divisions, since it is often desirable to divide a word at the end of a line. Another very important reason for knowing syllables is to help you learn to spell. Since the basic units of words are syllables, not letters, learn words by syllable.

3. The prefixes *dis-* and *mis-*

Try this exercise with the prefixes *mis-* and *dis-*, so that you will have no misunderstanding about their union with roots.

dis + please = displease
dis + able = disable
dis + appoint = disappoint
dis + appear = disappear
dis + satisfied = dissatisfied
mis + take = mistake
mis + spell = misspell
mis + applied = misapplied

What is unreasonable about such a misspelling as would result if two *s's* were put near the beginning of *disappoint* or only one in *misspell?*

Continue the list with as many words as you can think of, beginning with the prefixes *dis-* and *mis-*.

Fill the blanks in the following sentences with various words from the above list:

1. We were.....because the ship was.....
2. I was.....to find that my caller had.....
3. There is no.....about my being.....

4. The change of *y* to *i* following a consonant

Y is a shifty individual when following a consonant; it usually changes to *i* in derived forms.

busy	business	busily
family	families	familiar
accompany	accompanies	accompaniment

Be careful to give full value to each syllable in pronouncing such words as *bus-i-ly*, *fam-i-lies*, *ac-com-pa-ni-ment*. The word *business*, however, is pronounced in only two syllables.

5. The digraph *ai*

a. The sound of long *a* is sometimes indicated by the digraph (combination of two letters) *ai*. Learn the following list of words:

rail	train	maintain
laid	remain	contain
paid	detail	entertain

b. But note carefully that in the final unaccented syllable of some words *ai* has the sound of short *i*:

curtain	captain	villain
certain	fountain	mountain

6. Pronunciation

Some of us omit *h* in pronouncing the following words, and then we are likely to leave it out when we write them. The *h* should be seen in the written word and heard in the spoken word.

while	which	whisper
white	whether	whistle

7. *Too*

1. It's too much. 2. I'm going, too.

Think how often you use this word *too*. Let's make its acquaintance so that it may become a useful tool, rather than, as some people call it, the worst of the one hundred demons of the English language.

Too is always an adverb. When used as in sentence 1 it will always be followed by an adjective or adverb, and the meaning of the phrase will be "over," "more than enough," "having in excess the quality suggested in the word following *too*." For instance, *too gay* means "having more than enough gaiety"; *too rapidly* means "with excessive rapidity."

One person I know always remembers that this word is spelled t-o-o by thinking that it has *too many o's*, one more than enough.

Too in sentence 2 stands alone, following a thought to which it adds the meaning of *also*.

See how many such expressions you can write in one minute.

Write a ten-line paragraph containing the word *too* four times.

8. Apostrophes in place of missing letters

Doesn't he see that you're busy?

Since the apostrophe is the symbol of a missing letter, the omission of the apostrophe causes a misspelling. When you are writing conversations in your stories, you will need many apostrophes.

are + not = aren't
does + not = doesn't
it + is = it's
they + are = they're
I + am = I'm
of the + clock = o'clock

How many expressions can you and your classmates add to this list? See how many different ones you find in a story you read.

9. Forms used to express ownership

The lady's hat was trimmed with foxes' tails.

The use of the apostrophe to indicate possession is essential to correct spelling. Here, too, the apostrophe indicates the omission of a letter, since in Middle English *es* was added to form the possessive, as *king, kinges*. Later in written English the word *his* was used after a noun to indicate the idea of possession, as *the king his book*. This was pronounced, however, just as if it were written *the king's book*. By the end of the 17th century the apostrophe and *s* were in common use.

a. To form the possessive singular of any noun, add apostrophe and *s*.

Copy these two lists and then extend them for practice:

SINGULAR NOUN	SINGULAR POSSESSIVE
lady	lady's
brother	brother's
fox	fox's
Dickens	Dickens's
man	man's
woman	woman's
Miss Jones	Miss Jones's

The harsh sound of such possessives as *Dickens's* is sometimes avoided by pronouncing them as if the final *s* were omitted. A better plan is to change the wording, as by saying *the flagship of Columbus* instead of *Columbus's flagship*. The final *s* should not be omitted in the written word.

b. To write the plural possessive form of any noun which ends in *s* in the plural number, add only the apostrophe. But see that you have the correct plural form first; then, if it ends in *s*, add the apostrophe.

Copy and extend these lists:

PLURAL NOUN	PLURAL POSSESSIVE
babies	babies'
horses	horses'
the Robertses	the Robertses'
queens	queens'
princesses	princesses'
girls	girls'

c. A few nouns have plural forms which do not end in *s*. To these add apostrophe and *s* to form the possessive plural. Learn these forms:

PLURAL NOUN	PLURAL POSSESSIVE
men	men's
women	women's
children	children's
geese	geese's
people	people's

d. Not only nouns but also the adjective pronouns add the apostrophe and *s* to indicate possession, as in "They wear each other's dresses"; "It is some one else's turn." See if you can distinguish the character of each possessive in the following list. Then write a list of similar phrases that you think of.

Mr. Jones's store	three months' time
child's play	everybody's hope
children's games	the Robertses' property
Charles's story	ladies' smiles
another's place	no one's business
a week's work	a woman's hat

10. The prefix *al-*

	SYNONYMS
almost	nearly
already	previously
also	likewise
always	perpetually
although	granting that, notwithstanding that
altogether	entirely

Remember that the prefix *al-* has only one *l*. Also notice that these words (except *although*) are adverbs, as you see from their synonyms.

Study them until you can repeat the list and can write the following paragraph or one similar to it correctly from dictation:

It is only eight o'clock, but Mary has already started for school. That seems altogether too early. She has always had an excellent record for being on time. Her cousin John also has had a good record, although not quite so good as hers. It is well that it is almost vacation time, for they need a rest.

11. Place words

where	anywhere
there	somewhere
here	nowhere

In which word is the sound of *e* different from its sound in the others? Remember that all these place words end with *ere*.

There, besides being a place adverb, is also used to introduce sentences, as in "There were forty guests."

12. Pronominal forms which express ownership

Pay especial attention to these words—possessive pronouns:

my	our	mine	ours
his	your	his	yours
her	their	hers	theirs
its	whose		

Look closely at *their*. It belongs with *they*. The *ei* in *their* and *theirs* corresponds with the *ey* in *they*.

Now compare *their* and *there*, noting their differences of meaning and of form.

Write ten sentences like the following, using two of the above pronominal forms in each:

1. Whose house is that one next to hers?
2. Their dog has long hair, and its claws are long, too.

13. Verb forms in *y* and *i*

These verb forms need your attention:

try	trying	tries	tried
cry	crying	cries	cried
lie	lying	lies	lied*
tie	tying	ties	tied
die	dying	dies	died
study	studying	studies	studied
hurry	hurrying	hurries	hurried
carry	carrying	carries	carried

Note what happens if you are stingy and leave out the *y* in *stud-y-ing*.

* lied = "told an untruth."

14. The suffixes *-ful* and *-ous*

The suffixes *-ful* and *-ous* added to noun stems form adjectives meaning "full of."

useful	famous
artful	zealous
playful	boisterous
joyful	mysterious
beautiful	suspicious
plentiful	

Note that *i* belongs to the root of *mysterious* and *suspicious*.

Remember that the suffix *-ful*, like the prefix *al-*, has only one *l*. This holds true not only in adjectives but also in such nouns as *spoonful* and *pailful*.

See how many words you can add to each list in five minutes.

15. Adverbs in *-ally*, *-fully*

Pronounce these words by syllables:

real	re al ly
final	fi nal ly
usual	us u al ly
mental	men tal ly
principal	prin ci pal ly
especial	es pe cial ly
mechanical	me chan ic al ly

Continue the list, noting that *-al* is an adjective-forming suffix and that *-ly* added turns the adjective into an adverb.

a. Make a list of adjectives in *-ful* with their adverb forms. The list in Section 14 furnishes six to begin with.

b. Naturally if an adjective is formed by *-ous* or any other suffix not ending in *l*, there will be only one *l* near the end of the word when the adverb suffix *-ly* is added, as: *formerly*, *boisterously*, *barbarously*. But if the adjective ends in *l*, there will be two *l*'s when *-ly* is added. The same reasoning applies to words ending in *n* which add the suffix *-ness*, as *woodenness*, *sullenness*.

16. Peculiar verb forms

a. Learn the following verb forms. There are no other verb forms like those of the last column; they are rare gems:

say	says	said
pay	pays	paid
lay	lays	laid

Use the words in the last two columns in sentences. If there is any doubt as to their pronunciation, consult the dictionary.

b. These verbs, too, need study:

grow	grew	grown
know	knew	known
throw	threw	thrown
blow	blew	blown
draw	drew	drawn

c. And here is perhaps the most confusing verb of all:

lead	led	led

Probably some kind dictionary maker thought he would help us distinguish the past tense of the verb, *led*, from the noun *lead*.

Practice using these words in sentences.

17. Three phrases

all ready all right all together

These three expressions need study. In each, the two words are written separately because each word has its own meaning.

a. In "all ready" and "all right" *all* is usually an adverb meaning "wholly," "entirely," as in:

1. The machine is all ready for use.
2. This plan is all right; we will follow it.
3. All right; I am willing.

b. In "all together" (and sometimes in the other expressions) *all* is an adjective, referring to some noun or pronoun in the sentence.

1. Put the books all together on the top shelf.
2. The girls will now sing all together.
3. All together, passengers and crew, there were thirty-two persons on board when we sailed.

Write two sentences using each of these three expressions —*all ready*, *all right*, and *all together*.

Then review Section 10, and notice that in the adverbs *already* and *altogether* the original separate meanings of "ready" and "together" have disappeared.

18. The prefix *pur-*

purpose	pursue
purchase	pursuit
purloin	pursuance

Each of these words has a *pur-* in it. Remember them together. Write three sentences containing the six.

19. *Y* after vowels

Y after a vowel seems to have strong enough character to remain in derived forms, as:

joy	enjoyment
valley	valleys
journey	journeys
delay	delayed
sway	swaying
destroy	destroyer

a. Continue the lists with as many words containing *y* after a vowel as you can think of in five minutes. (The words *said*, *paid*, and *laid* in Section 16 should be remembered as exceptions.)

b. Review Sections 4 and 13, and note that *if final* y *is preceded by a consonant, it changes to* i *before any suffix except* -ing. Find ten words that follow this principle.

20. Words with an important *i*

Sometimes if we give our attention to just one letter so that we really become aware of it, we never slight that letter afterward. These words have shifty *i*'s; hold them steady:

divide	simile	definite
divine	medicine	delicate
disturb	dispatch	cabinet
privilege	intelligent	carriage
similar	original	eliminate
dilapidated	dissipated	eminent

See if you can spell the list correctly after ten minutes' study. Pronounce the words by syllables and write them in groups from memory as you study.

21. Final consonants doubled

hop	hopped	hopping
stop	stopped	stopping
in	inner	inning
begin	beginner	beginning
bag	bagger	baggage
omit	omitted	omitting
occur	occurred	occurring

A study of these and other words shows that *if a single short vowel is followed by only one consonant in a one-syllable word or in a final accented syllable, that final consonant is doubled before a suffix beginning with a vowel.*

See how much you and your classmates in one minute can lengthen the three columns above by adding similar words.

22. Consonants not doubled

a. Examine the following words containing long vowels, or two vowels:

hope	hoped	hoping
wave	waved	waving
dine	dined	dining
write	writer	writing
cede	ceded	ceding
cure	cured	curing
boil	boiler	boiling
rain	rained	raining
shout	shouted	shouting
groan	groaned	groaning
head	headed	heading

Extend these lists.

b. We expect a vowel in an accented syllable with only one consonant between it and the vowel of the suffix to be long, as in *hoping* and the similar words of the list in Section 22 *a*. But when there are two consonants we expect the vowel just before them to be short, as in *omitted* and the similar words of Section 21.

In words of more than one syllable the principle of Section 21 applies only if the accent is on the syllable containing the suffix, or on the syllable just before the suffix. The doubling takes place, therefore, in forming the words *inferred* and *inferring* from *infer*, but not in *inference*.

Study the words below, noting that the accent is not on the syllable just before the suffix in the words of the third column, nor in the last four words of the second column.

prefer	preferred	preferable
infer	inferred	inference
transfer	transferred	transference
develop	developed	developing
travel	traveled	traveling
worship	worshiper	worshiping
kidnap	kidnaped	kidnaping

c. Examine the following words carefully, pronouncing them plainly and noting the long and short vowels and the one or two consonants following them.

Cassius	occasion	ocean
omitted	committed	miter
surmise	missed	miser
cured	occurred	
writing	written	
hiding	hidden	

d. Now that you have studied the principle of doubling consonants, you should be warned of a notable exception. Although the doubling occurs in *transferred* and *transferring* it does not occur in one other derivative of *transfer* similarly accented, namely, *transferable.*

Since this discussion should help you to spell over three thousand words, give yourself plenty of drill on the principles and words of Sections 21 and 22. Extend each list, especially the first two, as far as you can. Watch for such words in your reading. Make a list of those you find on three pages of a book you are reading.

23. Final silent *e*

Final silent *e* is in some cases dropped when a suffix is added, and in other cases it is retained before the suffix. One reason for this is the usual difference in pronunciation between a vowel followed by one consonant and a vowel followed by two consonants before the vowel of the suffix.

a. A study of the following groups will show that the *final silent* e *is dropped before a suffix beginning with a vowel.* (The few exceptions to this principle are mentioned in Section 25.)

hope	hoping	hoped
desire	desirable	desired
decrease	decreasing	decreased
move	moving	movable
like	liking	likable
endure	enduring	endurance
arrive	arrival	arriving
prepare	preparing	preparation
use	using	usage

b. If a suffix beginning with a consonant is added, the final silent e *of the original word is retained.* (Exceptions are noted in Section 25.)

Study the following list thoroughly, pronouncing the syllables separately. Then see if you can write the list correctly from dictation.

hope	hopeful
sincere	sincerely
definite	definitely
immediate	immediately
move	movement
force	forceful
deliberate	deliberately
attentive	attentiveness

Add to each of the lists in this section other examples of the principles involved. Mastery of these principles will end your questioning about what to do with final silent *e* in spelling thousands of derivatives.

24. Words with an *a* to remember

We should spend a little time thinking about the following words:

parade	grammar	important
separate	many	defendant
preparation	any	repentant
permanent	pleasant	descendant

It may help you to see *pa* in *separate, parade,* and *preparation; ma in grammar* and *permanent;* and *–ant* endings in other words of the group. In the words *many* and *any* the spelling is not according to the pronunciation.

25. The effect of *c* and *g* on spelling

a. The consonants *c* and *g* have each two sounds, hard and soft. Only when *c* or (usually) when *g* is followed by *e*, *i*, or *y*, do we expect the soft sound, as in these words:

citizen	peace	geranium
cymbals	ceremony	gigantic
necessary	gymnasium	arrangement

In adding the suffix *-able* to *peace* or *notice* or *service*, we do not drop the silent *e* before a vowel, but must retain it in order to keep the signal for soft *c*. Write:

peaceable noticeable serviceable

In some words the sound of soft *g* is written *dg*, as in *edge*, *judge*, *acknowledge*. In the following two words the final *e* is omitted—an exception to the rule in Section 23 *b*:

judgment acknowledgment

b. Note now these words containing hard *c* or *g*:

occasion	capable	rogue
communicable	govern	wrangle

What pronunciation should we be indicating if we omitted *e* from *noticeable* and *arrangement*?

In some words hard *g* is followed by *e* or *i*, as in *get*, *giddy*, *gimlet*.

c. Note the derivatives of three words ending in *-ic*. Explain the use of the *k*.

picnic	picnicking	picnicked
traffic	trafficking	trafficked
panic	panicky	

26. Words in *-eed*

We should tuck away into one corner of our brains these three verbs in *-eed*, which have nouns in *-ess*. Then we shall always succeed in spelling them correctly.

proceed	process
exceed	excess
succeed	success

See if you can put the six words into sentences. Consult the dictionary to verify your pronunciation of *process*. Remember the wise remark, "Nothing succeeds like success."

Write from dictation the following nonsensical sentence:

He will proceed to exceed the speed limit until he succeeds in freeing his garden from weeds.

27. The digraph *ei*

The digraph *ei* changes its sound as easily as the chameleon changes its color.

Learn each of these groups:

ee SOUND	LONG *a* SOUND	LONG *i* SOUND
receive	weigh	height
receipt	weight	SHORT *i* SOUND
seize	neighbor	forfeit
leisure	reign	foreign
ceiling	freight	SOUND OF *a* IN CARE
weird	feign	their
		heir

What other words do you know that have *ei* after *c* as in *receive*?

28. Pronunciation

Careful pronunciation of the following list of words will help you to spell them correctly. People who have not learned the right pronunciation of these words are likely to put in an extra syllable.

elm	elm
athletic	ath let ic
barbarous	bar ba rous
disastrous	dis as trous
monstrous	mon strous
remembrance	re mem brance

Review the principles of syllabication discussed in Section 2 to see if these words are correctly divided. Consult the dictionary when in doubt.

29. Three words ending in *-lege*, and derivatives

allege	allegation
privilege	privileged
sacrilege	sacrilegious

The *e* in the adjective *sacrilegious*, which is often mispronounced, is long. Study this word in the dictionary.

30. Words with the prefix *per-*

The order of letters in the first syllable of some of these words is sometimes confused by careless speakers, who consequently misspell them:

perceive	perform	pervade
perhaps	pertain	perspiration
	persuade	

31. Words with *ie*

The digraph *ie* usually has the sound of *ee*, although it sometimes has other sounds, as in *view*, *lieu*, *sieve*, and *friend*. Learn the list by repeating the words aloud in groups and writing them from memory until you have mastered them all.

chief	shriek	niece	view
achieve	series	wield	lieu
believe	pierce	shield	lieutenant
relieve	grief	chandelier	
reprieve	brief	brigadier	prairie
field	fierce	financier	sieve
priest	yield	electrolier	
thief	fiend		friend
siege	piece (a part)		

32. Pronunciation

Careful recognition of a single letter in the following words will help you to pronounce and spell them without error.

Note the first *r* in library
" " " *r* " February
" " " *c* " arctic
" " " *d* " candidate
" " " *t* " quantity
" " *n* " chimney
" " *g* " recognize
" " " *n* " government
" " " *r* " surprise

33. Words with an important *e*

If you use any other letter than *e* in the proper syllables of these words, you will destroy one of their prominent features.

effective	ef fec tive
describe	de scribe
description	de scrip tion
despair	de spair
destroy	de stroy
benefit	ben e fit
pretty	pret ty
enemy	en e my
repetition	rep e ti tion
stationery	sta tion er y

Consult the dictionary for the pronunciation of *pretty* and the meaning of *stationery*.

34. Words with a peculiar *u*

guardian	guile	build
guarantee	guilty	bureau
guest	guinea	tableau
guess	guise	beau
guidance	guitar	plateau

In *guardian* and *guarantee* the diagraph *gu* seems at one time to have indicated the same sound as *w* in *ward* and *warrant*, but now the pronunciation is simply hard *g*. In the other words beginning with *gu* the *u* separates the *g* from *e* or *i* so that there can be no reason for giving *g* the soft sound. *Build* is from an Anglo-Saxon word spelled *byldan*, and the last four words show their French origin.

35. Words containing *qu*

a. The sound usually indicated by *qu*—that is, *kw*—has been variously spelled in the history of the words listed below; but for us now there is but one way.

acquaint	aquarium	sequel
acquire	bequeath	squeeze
adequate	equip	squirrel
equal	exquisite	quite
conquest	frequent	require
antiquity	iniquity	requite

Be sure to pronounce *exquisite* correctly.

b. In many words, however, *qu* has the sound of *k*:

antique	conquer	liquor
bouquet	grotesque	pique
coquette	coquetry	etiquette

36. Odd sounds of *o*

The words listed below embody unusual sounds of the vowel *o*. We should commit these words to memory so that they can always be spelled without difficulty.

prove	women	lovable
move	one	shovel
lose	once	money
shoeing	come	coming

Write from dictation this sentence:

One friend proved that such a move would cause him to lose the women's vote.

37. Pronunciation; silent consonants; *tch* and *ch*

a. Here are some words with silent consonants that need watching.

The cockney in London who thought he ought to overcome his habit of dropping *h*'s had a hard time when he tried to pronounce the *h* in *exhaust.*

island	moisten	exhaust
isle	chasten	exhibit
lisle	listen	salmon
doubt	glisten	psalm
debt	chestnut	almond
often	epistle	pneumonia
soften	answer	sword

b. Remember to write *t* before *ch* in the following words:

catch	stitch	stretch
batch	witch	wretch
watch	clutch	fetch

c. Remember never to write *t* before *ch* in the following:

bachelor	much	such

CHAPTER II

WORD BUILDING: ANGLO-SAXON PREFIXES, SUFFIXES FROM ANGLO-SAXON, LATIN, GREEK

Did you ever wonder how words originated, and what the first language was like? We can do little more than wonder about this question; but our imaginations may be guided by studying the development of speech in our baby brothers and sisters, for we are told by some scholars that children go through the same stages of development that the race has passed through. Even in the first months of life a baby has a great variety of cries differing in tone and intensity, but about a year passes before he utters a real syllable. The stage in which a child uses single syllables to express his wants lasts for some time. Then finally, aided by imitation, he comes to group syllables and words.

In the same way, some authorities say, ideas were at first expressed by monosyllables, which later, as men felt the need of connecting their ideas, became modified by the addition of other syllables. For instance, the word *ugly* originated in the syllable *ugh*, an exclamation of disgust.[1]

In the English language most of the original or root words are of Anglo-Saxon origin and are one-syllable or two-syllable words, like *bread*, *home*, *house*, *father*, *mother*, *walk*, *work*, *cow*. But these roots may be traced back with similar words in other European languages to a common ancestral language. And even in the earliest known forms of this language monosyllabic roots had been modified by the addition of prefixes and suffixes.[2]

[1] George Willis, "The Philosophy of Speech," page 9.
[2] Greenough and Kittredge, "Words and Their Ways in English Speech."

Definitions of *prefix*, *suffix*, *stem*, and *root* will be timely at the beginning of a study of word building.

A prefix is a word or syllable which is joined to the beginning of a word or root and which modifies its meaning, thus forming a new word.

A suffix is a syllable which is added at the end of a word or root and which modifies the root meaning.

A root is a word or syllable or part of one which is found in a number of words related in meaning.

A stem is a part of a word containing the root and additional letters which modify the root meaning.

All of these terms may be illustrated by the word *acceptance*. The prefix is *ac-*, from the Latin preposition *ad*, meaning "to." The root is *cep*, from the Latin verb *capio*, meaning "take." The stem is *cept*, the *t* coming from the Latin past participle, *captum*. The suffix is *-ance*, which is a noun-forming syllable meaning "the state or quality of being." The literal meaning of the whole word might be expressed as "the state of having taken to one's self."

We do not need to study deeply into the history of language, but such facts will furnish a background for knowledge about the present forms of words. Let us begin by examining Anglo-Saxon prefixes and suffixes. We must learn to be good word-builders capable of making neat jointures.

Prefixes from the Anglo-Saxon

1. The prefix *be-*

The prefix *be-* causes little misspelling. Its meaning is difficult to discover in such words as *become*, *behind*, *begrudge*. But in many words it means "all around," "on all sides," "completely," as in

besiege bedeck bedraggle beloved

2. *for-*

Note that the meaning "off" or "away" is clear in the following words:

forbear	to hold back from
forbid	to warn off
forgive	to give up resentment

3. *fore-*

As a prefix *fore-* has the meaning "in front of," "before." It has no relation to the prefix *for-*, and if you realize what it means in a word, you will not confuse the two. Study it in the following words:

forehead	forecastle[1]
foreman	forebode
foreground	forefathers

(The word *forward* comes from *fore*, but has lost the *e*.) Continue the list of words with the prefix *fore-*, with the aid of the dictionary.

4. *mis-*

The prefix *mis-* has the sense of "wrong," "mistaken." The only spelling difficulty connected with it will be avoided if we remember that this prefix has only one *s*. Two *s*'s occur with the prefix *mis-* only if the stem begins with *s*. Review Section 3, Chapter I. Note the meaning of *mis-* in such words as *misgiving*, *mistake*, *mislead*, *misshapen*.

The same prefix, originating in the French *mes-*, is used in words of Latin origin, such as *mischief*, *misdemeanor*, and many others.

[1] The sailors' pronunciation is fōk's'l.

5. *un-*

The prefix *un-* has two meanings. It is added to verbs to make them mean the contrary action, as:

unbuckle	unfasten
undo	unwrap

In adjectives or adverbs, however, this suffix *un-* plainly means "not," as:

unbalanced	uncertainly
unbelieving	unknowingly

Un- meaning "not," although it is Anglo-Saxon, has become confused with the Latin *in-* or *non-*, and often occurs in words of Latin origin. For example:

unequal	unprovided
unimportant	unproductive

Note that if the stem begins with *n* the word will have two *n*'s near the beginning, as:

unnecessary	unnamed
unnatural	unnumbered

6. *with-*

The prefix *with-* means "against," "opposition," as in *withhold, withstand, withdraw.*

7. Prepositions as prefixes

The prepositions *off*, *out*, *over*, and *under* are often prefixed to roots. Their common meanings are always plain and no spelling difficulties occur in these combinations.

Test List for Sections 1-7

This test list is composed mostly of words of Anglo-Saxon origin. You should be able to tell the meaning of the prefixes and the part of speech of each word, as well as to spell the words correctly.

offspring	overwork	unbutton
foreboding	forbid	misspell
beguiling	unbelieving	outwardly
forbearing	misunderstanding	foremen
forearm	besieged	offshore
forehead	undertaking	unnoticed

8. Pronunciation and syllabication

All the syllables of the following words are to be pronounced. People often make the mistake of omitting a syllable. Verify your pronunciation by the dictionary.

a ë ri al	ge og ra phy	prac ti cal ly
di a mond	his to ry	val u a ble
dif fer ence	om e let	veg e ta ble
ev er y	par ti ci ple	bois ter ous

Suffixes from the Anglo-Saxon

The Anglo-Saxon suffixes are less numerous and less troublesome in spelling than those from the Latin, but it will be interesting and in some cases very helpful to be able to recognize them.

You will need to review Section 21 of Chapter I for words doubling the final consonant before suffixes beginning with a vowel, and Section 15 for words ending with the same consonant as that with which the suffix begins.

9. *-er*

The suffix *-er* is added to verbs, making a noun which means "a doer" of the action signified by the verb.

seeker laborer robber diner

The Latin suffix *-or* has the same pronunciation and meaning. To be certain of the spelling one should know something of the origin of the word. Remember that the monosyllabic words having meanings connected with every-day experience are usually Anglo-Saxon and add *er*. Some words from the Latin have adopted the *er* by analogy.

10. *-dom*

The suffix *-dom*, meaning "state of," is added to nouns and adjectives.

kingdom freedom
wisdom earldom

11. *-ful*

As a suffix *-ful* has only one *l*, although its meaning is "full of."

graceful grateful prayerful

12. *-hood*

The suffix *-hood*, meaning "condition," is added to a noun or an adjective and forms a noun.

childhood babyhood spinsterhood
falsehood hardihood brotherhood

Note that the noun *baby* retains the *y*, which is a suffix added to the root word babe, while the adjective *hardy* allows *y* to change to *i* before the suffix.

13. *-ish*

The suffix *-ish*, meaning "like," "somewhat," "having some of the qualities of," is added to a noun or an adjective, and forms an adjective.

yellowish	thievish	womanish
foolish	sheepish	fiendish

14. *-kin*

The suffix *-kin* is added to nouns to make words which signify little ones of the kind named. Such a suffix is called a diminutive.

lambkin	napkin	manikin

15. *-le*

The very common ending *-le* occurs in nouns and verbs and a few adjectives; and it is by no means confined to words of Anglo-Saxon origin.

NOUNS	VERBS	ADJECTIVES
angle	baffle	brittle
ankle	babble	able
battle	bristle	subtle
bauble	buckle	fickle
bridle	draggle	humble
cattle	drizzle	gentle
castle	struggle	
epistle	sprinkle	
handle	nestle	
spindle		

In contrast, it must be remembered that many words end n *-el;* for example, *marvel, nickel.*

16. *-less*

The suffix *-less*, added to a noun, forms an adjective meaning "without" that which is named by the noun.

homeless	childless	treeless
houseless	fatherless	pitiless

17. *-ly*

The suffix *-ly* originated in the Saxon word for "like" (*lich*). It is added to nouns, forming adjectives whose meanings are evident.

manly	friendly
lovely	motherly

The suffix *-ly* is also added to adjectives and adverbs, forming adverbs of manner. It is not confined to words of Anglo-Saxon origin but is attached also to Latin words. It is one of the most-used suffixes in the language.

Review Sections 15 and 23 of Chapter I.

wrathfully	really
pleasantly	verily
agreeably	usually
sincerely	necessarily
slowly	hopefully
emphatically	

18. *-ness*

The suffix *-ness*, meaning "quality or state of," is added to adjectives. The resulting words are always nouns.

holiness	woodenness
loneliness	openness

19. *-some*

The suffix *-some*, originally meaning "same," usually adds ıe idea of a great deal of the quality named.

handsome	wholesome
mettlesome	tiresome

20. *-ward*

The suffix *-ward* means "direction of."

homeward	downward
eastward	backward
forward	toward

As noted in Section 3 of this chapter, *forward* comes from *re* but has lost the *e*. In *toward* and *towards* the pronunci-ion has been much shortened.

21. *-wise*

The suffix *-wise* indicates manner.

lengthwise	likewise
crosswise	otherwise

22. *-y*

The suffix *-y* is added to nouns, forming adjectives mean-g "full of," "abounding in."

stormy	rainy	shiny
windy	snowy	shaky
hearty	hardy	spicy

Note that *-y* is "a suffix beginning with a vowel," in the ording of Section 23 *a* of Chapter I.

Test List for Section 9-22

The following test list should furnish practice in giving the meanings of the different suffixes, in telling the part of speech of the word, and, finally, in joining suffixes correctly to roots.

swimmer	stormy	mettlesome
wisdom	wanderer	usually
houseless	heartily	hardihood
lambkin	bridle	eastward
friendly	healthful	necessarily
otherwise	babyhood	brotherliness
loneliness	thievish	beautifully
emphatically	diner	towards
fiendish	manikin	sprinkle
spicy	wholesome	falsehood

Suffixes from the Latin

The suffixes from Latin are trouble makers in spelling because of their changeable dispositions. The same suffix may have the vowel *a* in one word, *e* in another. The syllable pronounced like "shun" may be spelled *tion* in one word, *sion* in another. The best we can do under these circumstances is to learn all their variations and then practice putting each in its proper place. Pronunciation helps very little, since the vowels in these final syllables are properly spoken with an indeterminate sound.

We must study so that we shall be saved from such an error in the use of a suffix as was made by a little girl who wrote at Christmas time to her rich uncle telling of the good time she was expecting and closing with this sentence: "Your presents is requested."

23. *-able* or *-ible*

Which should it be, *-able* or *-ible?* This question might be asked in the case of about fourteen hundred words in the English language. But well over a thousand of them end in *-able;* less than three hundred end in *-ible.* Therefore it will be wise to study this smaller group. The suffix *ible* is added only to words of Latin origin, and most of these root words end in *t*, *s*, *st*, or *ss*.

We should memorize the following common words. First of all use the dictionary to learn the meanings of these words, their division into syllables, and their pronunciation.

a. The first list contains words in which there is no *t* or *s* before *-ible*.

audible	legible	eligible
credible	fallible	negligible
indelible	horrible	tangible
edible	incorrigible	terrible

b. These lists contain words with *ss*, *s*, or *t* before *-ible*.

accessible	comprehensible	combustible
admissible	plausible	digestible
possible	defensible	resistible
transmissible	reversible	collectible
permissible	visible	convertible
	extensible	susceptible

c. If a stem ends in *ce* or *c* pronounced like *s*, the *-ible* suffix may be added without retaining or inserting the *e* that would be needed before *-able*.

deducible	irascible	invincible
forcible	reducible	

d. When *-ly* is added to change an adjective ending in *-able* or *-ible* into an adverb, a combination of the two suffixes occurs, as in:

audible	audibly	plausibly
credible	credibly	possibly
horrible	horribly	visibly

e. Nouns meaning the state of being able to be or do whatever the stem means are formed on the stems of these adjectives by adding the suffix *-ity*. But the *-able* or *-ible* suffix is then modified by an *i* interposed between the *b* and *l*, so that the noun suffix seems to be *-ability* or *-ibility*.

audibility	eligibility
credibility	

Form as many groups as you can containing the adjective, adverb, and noun forms of such words. In some cases the nouns do not exist, or exist only in some other form, as for instance *terribleness*. Write the adverbs and nouns to accompany the lists of adjectives in groups *a*, *b*, and *c*.

f. The following are typical adjectives ending in *-able*. The same stems form nouns with the suffix *-ation*, or with the ending *-ability*.

admirable	admiration
adorable	adoration
commendable	commendation
imaginable	imagination
reparable	reparation
probable	probability
irreparable	irreparability
durable	duration
	durability

g. Note that the stems of the following words end in *t* or *s*, and yet the suffix is *-able*. Be sure of the meanings of all these words.

advisable	hospitable	debatable
indispensable	immutable	creditable
charitable	inevitable	lamentable
habitable	irritable	presentable

Write the adverbs in *-ably* on these same stems. Write also the nouns in *-ability* on five of them and the nouns in *-ation* on four of them.

h. Learn these four adjectives in which *e* must be retained before *-able* to indicate soft *c*.

noticeable	serviceable
peaceable	traceable

24. *-acy*

The suffix *-acy*, meaning "state of being," forms nouns. An adjective or noun on the same stem may be formed with *-ate* or *-at*. The adjectives mean "having the quality or character" named in the stem word.

accuracy	accurate
aristocracy	aristocrat
confederacy	confederate
delicacy	delicate
democracy	democrat
legacy	legate
obstinacy	obstinate
piracy	pirate

Observe that the nouns *democrat* and *aristocrat* without the final silent *e* are pronounced with a short *a*.

25. *-age*

The suffix *-age* comes from Latin through French. It means "condition," or "act of being," or "a collection of":

baggage	mileage	suffrage
acreage	parentage	visage
coinage	patronage	voyage
courage	steerage	

Note that final *e* is retained in adding the suffix in *acreage* and *mileage*.

26. *-al*

a. The suffix *-al*, added to nouns or noun stems, forms adjectives that mean "relating to" the idea of the noun.

accidental	federal	mutual
biennial	conditional	municipal
chemical	logical	actual
mechanical	material	principal
medical	mental	technical

b. In a number of words there appears an *i* which belongs to the Latin stem, or is interposed between a soft *c* or *g* and the *a* of the suffix, or after a consonant difficult to pronounce with *a*. This *i* has the sound of *y* and forms one syllable with the final consonant and the *al* of the suffix. Study the lists below, after writing them first by syllables with the aid of the dictionary.

artificial	superficial	partial
beneficial	social	presidential
judicial	official	substantial
special	essential	congenial

c. Note that these adjectives in adding *ly* to form adverbs will invariably have two *l*'s.

biennially	accidentally
materially	artificially

27. *-ity, -ty*

Many adjectives in *-al* form abstract nouns meaning "the state of having the quality" named, by adding *-ity* or *-ty*. Many other similar adjectives have developed no such nouns. These suffixes occur also in nouns formed on other roots, as *superiority, insanity, fraternity, liberty,* and the nouns of Section 23 *e*.

artificiality	municipality	reality
partiality	formality	casualty
immortality	prodigality	realty

Note the difference in meaning between *realty* and *reality*.

Test List for Sections 23-27

Study these words to see if you can recognize the suffixes, and when the words are pronounced to you see if you can join the suffixes correctly to the stems.

traceable	municipality	acreage
accessibility	democrat	medical
suffrage	plausible	invincible
biennially	mechanical	irritability
realty	credibly	essential
legate	indispensably	accidentally
advisable	accurate	principal
visage	legible	duration

28. Pronunciation and Syllabication

The effect of the vowel *i* on the spelling and pronunciation of a word needs study. When it is followed by a vowel it may or may not have the sound of *y* in combination with the following vowel.

a. If *c*, *s*, or *t* precedes an *i* combination, the sound of *sh* is indicated. Thus the syllables *-tial*, *-cial*, *-tion*, *-sion*, *-cious*, and *-tious* are common. These groups are never broken in dividing a word into syllables, even though the principle stated in Section 2 of Chapter I or the natural sound of a root vowel might seem to require it. Note the short vowels at the ends of syllables in these words:

ra tion al	spe cial
na tion al	am bi tious
ar ti fi cial	mi li tia

b. Other words in which *i* has the *y* sound with a following vowel are not so common.

al ien	pe cul iar	aux il ia ry
al ien ate	in gen ious	con ven ience
fa mil iar	un ion	I tal ian

Be sure to pronounce *Italian* correctly.

c. Some words which are often mispronounced have *i* at the end of a syllable, although followed by a vowel; this *i* does not have a *y* sound combining with the following vowel sound.

Consult the dictionary for pronunciation and meanings, especially *alias* and *satiety*.

a li as	am mo ni a	ve ni al
a mi a ble	hy gi en ic	pe cu ni a ry
me di e val	sa ti e ty	im me di ate
le ni ent	in sig ni a	bi en ni al

29. *-an, -ian, -ane, -ain*

This suffix varies in spelling because the words came into English at different periods of development in Latin or French. It forms principally adjectives and nouns meaning "related to."

The *i* belonged in many Latin words, and in other cases it was used by analogy to make a smoother-sounding word, as in *Christian.*

Extend the lists as much as possible.

American	historian	bargain
European	guardian	domain
artisan	physician	captain
Belgian	comedian	villain
Egyptian	tragedian	mountain
barbarian		fountain
Christian		
Parisian		

It will be helpful to make sure whether the *i* in the words of the first two columns is to be pronounced with the *y* sound when it occurs before *a* or whether it closes a syllable. Note that the vowel sound in *villain* is the same as in *mountain.* Be sure of all pronunciations. Consult the dictionary when necessary.

Distinguish in meaning these adjectives of two forms:

human	humane
urban	urbane
	mundane

Mundane has no companion.

In verbs like *maintain, retain, pertain,* etc., the syllable *ain* is not a suffix but comes from the Latin verb *teneo,* "to hold."

30. *-ance, -ancy, -ant*

Suffixes meaning state or quality or act of being are variously spelled—*ance, ence, ancy, ency*. These forms occur in nouns. The corresponding adjective endings are *-ant* and *-ent.*

We shall learn first a number of nouns in *-ance* or *-ancy* and corresponding adjectives in *-ant.*

a. Nouns in *-ance* are numerous:

abundance	abundant
defiance	defiant
elegance	elegant
importance	important
observance	observant
irrelevance	irrelevant
resistance	resistant
tolerance	tolerant

b. Nouns in *-ancy* are less numerous. In a few cases both *-ance* and *-ancy* are added to the same stem.

expectance	expectancy	expectant
reluctance	reluctancy	reluctant
	occupancy	occupant
	truancy	truant
	infancy	infant

c. The noun in *-ance* seems to be the only one of these forms existing in the following cases:

utterance	disturbance	nuisance
alliance	endurance	ordinance
annoyance	insurance	substance
appearance	maintenance	sustenance

d. A few nouns in *-ant* occur. Note that the plural of such a noun as *attendant, attendants*, sounds the same as a singular noun ending in *-ance*. But a little attention to the meaning of the words in a sentence settles the question which word is meant.

applicant	descendant	truant
assailant	lieutenant	occupant
defendant	inhabitant	servant
assistant	tenant	instant

Be able to write from dictation such sentences as the following:

The lawyer for the defendants in the suit about the nuisance, mentioned the importance of the fact that not all occupants of the apartment were tenants.

31. *-ence, -ency, -ent*

These suffixes with the vowel *e* are more numerous than those with *a*.

a. Many useful words occur in this list of nouns in *-ence:*

abhorrence	impertinence
convenience	intelligence
correspondence	obedience
diligence	precedence
existence	presence
independence	prominence

Write the companion list of adjectives in *-ent.*

Use the dictionary to study these words; especially all the words derived from the verb *precede*, noting varying accents.

b. Two nouns on the same stem—one ending in *-ence* and the other in *-ency*—exist in these cases:

belligerence	belligerency
eminence	eminency
excellence	excellency
fraudulence	fraudulency
permanence	permanency
persistence	persistency

c. Learn the following group of commonly occurring words:

currency	occurrence
current	recurrence

Be sure of the meaning of *current.* Write other groups of words on the spelling of which you need drill.

d. In the following list nouns in *-ency* and adjectives in *-ent* appear but the noun in *-ence* either does not exist or is seldom used.

consistency	consistent
decency	decent
deficiency	deficient
delinquency	delinquent
efficiency	efficient
expediency	expedient
proficiency	proficient
sufficiency	sufficient
transparency	transparent

Study the syllable *cien* or *cient* in words like *deficiency, proficient.* The *i* which belongs to the Latin stem has the *y* sound, but combines with *c* to give the sound of *sh.* Compare the sound of *ience* in *convenience* with *cien* in *efficiency.*

e. Many of the adjectives in *ent* are used as nouns with a plural in *s*.

residents	opponents	patients
dependents	precedents	

Such nouns have the same final sound as a singular noun in *-ence*. Confusion will be avoided by attending to the meaning of the words in a sentence and knowing whether the noun in question is singular or plural. Use these words of similar sound in writing sentences like the following:

1. His dependents had a hopeless existence without a chance to develop the spirit of independence which would have given them some experience of the excellences of life.

2. The residents of the tenements with great persistence demanded a reduction of the rents, referring to precedents in the neighborhood.

32. *-ate*

The suffix *-ate* helps to form nouns, adjectives, and verbs. It appears in Latin in the past participle of verbs—as *temperate* from *temperatum*, meaning "restrained." The suffix in English, therefore, forms words with meanings related to the action denoted in the original verb.

a. The verbs ending in *-ate* are very numerous. Each member of the class should add fifteen such verbs to the following list; then write a corresponding list of the present participles for drill in omitting the silent *e*.

accommodate	anticipate	formulate
accumulate	designate	frustrate
aggravate	demonstrate	incorporate
appreciate	exaggerate	separate

Each one of the verbs in the preceding list may be changed into a noun by adding another suffix, *-ion*, of course omitting the *e* of the verb ending. For example:

accommodate accommodation

Make a list of such nouns to accompany the list of verbs at the end of page 55; also add nouns corresponding to your additional fifteen verbs.

b. Adjectives ending in *-ate*, originating in the past participles of Latin verbs, are to be expected because of the adjective use of participles.

In the case of many of these adjectives no English verbs on the participial stem exist.

accurate	inveterate
adequate	legitimate
affectionate	sedate
delicate	desperate
immediate	desolate
ultimate	irate

Note that nouns in *-ion* are formed only in the cases of *legitimation*, *desperation*, and *desolation;* and that the corresponding verbs are *legitimate*, *despair*, and *desolate.*

c. Nouns ending in *-ate* are not very numerous. Some of them, which are both nouns and verbs, add *-ion* to form nouns of somewhat different meaning.

certificate	certification
aggregate	aggregation
delegate	delegation
advocate	
candidate	
climate	

d. A number of nouns in the double suffix *-ation* exist without any corresponding verbs in *-ate.* The corresponding English verbs originated in the present stems of the Latin verb.

manifest	manifestation
minister	ministration
multiply	multiplication
observe	observation
occupy	occupation
plant	plantation
recommend	recommendation

33. *-cle, -cule, -ule*

The Latin suffix *-cule* is a diminutive ending. Both *-cle* and *-cule* appear as English suffixes.

article	animalcule	globule
particle	molecule	
icicle	ridicule	
circle		

34. *-ee*

a. The ending *ee*, coming from Latin through French, forms nouns denoting "the person to whom" the action of the root verb has reference.

employee	referee	payee
conferee	consignee	mortgagee

b. The next four words do not show the original sense of this suffix.

guarantee jubilee refugee repartee

Test List for Sections 29-34

Can you recognize the suffixes of these words, tell what part of speech each word is, and spell them all correctly?

irrelevance	deficient	opponents
exaggerate	ridicule	advocate
Egyptian	expectancy	icicle
intelligence	convenience	defendant
aggregate	separate	occurrence
conferee	refugee	immediate
important	tragedian	globule
permanency	urbane	proficiency
dependents	diligence	barbarian
legitimate	villain	urban
precedence	ultimate	delinquency

35. *-fy*, *-fic*

The suffixes *-fy* and *-fic* originated in the Latin verb *facio*, to make. This meaning is apparent in the words which follow:

classify		classification
edify		edification
fortify		fortification
gratify		gratification
justify		justification
magnify		magnification
rectify		rectification
pacify	pacific	pacification
vilify		vilification
terrify	terrific	

36. *-eer, -ier, -er*

This suffix means "one who" or "that which" is associated with the idea of the root.

auctioneer	carpenter
engineer	financier
charioteer	chiffonier
mountaineer	electrolier
pioneer	chandelier

37. *-el*

The ending *-el* belongs to many Latin or Old French words, usually nouns. It is easily confused with *-le*, which occurs much more often. Therefore it is wise to be familiar with the list below, which contains most of the common words ending in *-el:*

angel	jewel	satchel
barrel	label	sentinel
camel	libel	sequel
channel	mantel	spaniel
chapel	marvel	squirrel
chisel	minstrel	tassel
counsel	model	timbrel
damsel	morsel	tinsel
enamel	parcel	travel

Be sure of the meaning of *counsel* and *mantel.* Other common words in *-el* are *nickel*, of German origin; *shovel*, *coundrel*, and *lapel*, of Anglo-Saxon; *flannel*, of Welsh; and *shekel*, of Hebrew. The *-el* ending of verbs like *compel*, *ancel*, *excel* is part of the Latin root. Review Section 15 of Chapter II.

38. *-ic, -ical*

a. The adjective-forming suffixes *-ic* and *-ical* mean "of the nature of," or "pertaining to." Sometimes there are two adjectives on the same stem, one ending in *-ic* and one in *-ical*. But usually the *-al* is added before the adverbial suffix *-ly*; for example, *automatic, automatically*. (See Section 26.) *Publicly* is an exception. Such adjectives are very numerous. Add ten to each list below:

automatic	cynical
eccentric	typical
fanatic	practical
gigantic	theatrical
historic	historical
specific	philosophical
skeptic	hypocritical
authentic	magical

b. Nouns ending in *-ic* or *-ics* are common. They usually refer to arts or sciences:

arithmetic	athletics	politics
logic	ethics	statistics
music	mathematics	

39. *-ice*

The suffix *-ice* forms nouns, some of which denote "condition of" or "quality of."

avarice	justice	cowardice
artifice	malice	apprentice
lattice	practice	accomplice
notice	crevice	novice

40. *-id*

The suffix *-id* forms adjectives denoting "possessing the quality" indicated by the root word.

arid	liquid	rigid
acid	lucid	torrid
horrid	lurid	valid
languid	placid	vivid
	rancid	

41. *-ile, -il*

Adjectives with the ending *-ile* or *-il* mean "having the quality of" or "able to be."

Note that the *i* of the suffix is short and that the accent is in no case on the suffix.

civil	juvenile	mobile
docile	mercantile	puerile
fertile	fragile	servile

42. *-ine*

The suffix *-ine* varies in pronunciation. It is principally an adjective-forming suffix meaning "pertaining to."

feminine	canine
genuine	marine

This suffix also occurs in nouns in which its meaning is not evident.

doctrine	discipline
routine	nicotine
magazine	strychnine
medicine	

43. *-ion*

The suffix *-ion* is one of the most common suffixes in the language. It always forms nouns meaning "the condition of" or "the act of." So far as spelling is concerned, the important thing to remember is that the final consonant of the root word combines with *-ion* to form the last syllable. In most cases, these endings are added to a Latin past participial stem having *t* or *s* as the final consonant; therefore in English words the final syllable is *-tion* or *-sion*. The *-tion* endings are much the more numerous.

a. The following list contains words formed from Latin past participles in *s* or *ss* with the noun-forming suffix *-ion*.

apprehension	excursion	aggression
ascension	expansion	commission
collision	extension	compression
compulsion	persuasion	confession
comprehension	reversion	permission
conclusion	supervision	procession
decision	erosion	profession
fusion	expulsion	accession

b. Note the nouns below with *c* before *-tion*:

faction	affliction	reaction
affection	restriction	production

c. The following nouns ending in *-ion* were formed not from Latin past participles but from Latin nouns:

champion	nation	region
fashion	passion	union
legion	pavilion	station
contagion	pension	religion
opinion	rebellion	scansion

Test List for Sections 35-43

Study these words for recognition of the suffixes and the ability to spell the words when they are pronounced to you.

auctioneer
avarice
eccentric
counsel
pacification
chandelier
persuasion
discipline
mercantile
model
pacify
expulsion
public
pavilion
routine
affection
juvenile
tragical
medicine
valid
aggression
specific
financier
erosion
lapel
malice
athletics
accomplice
justified
libel
canine
carpenter
docile
magazine
lucid
terrific
contagion
vilify
mantel

44. *-ish*

The meaning of *-ish* is not clear. It forms verbs, coming in most cases from the Latin verb suffix *-isco*, through French *-is* or *-iss*. In some verbs it means "to put into a certain state."

accomplish
abolish
astonish
banish
establish
burnish
demolish
diminish
distinguish
finish
publish
replenish
skirmish
vanquish

Review Section 13 of Chapter II for the Anglo-Saxon adjective-forming suffix *-ish*.

45. *-ite, -it*

This suffix forms nouns, adjectives, and verbs with meanings referring to some certain condition. Note that *i* in the suffix *-ite* may be either long or short.

appetite	exquisite	deposit
expedite	favorite	exhibit
finite	infinite	inhabit
unite	opposite	prohibit

46. *-ive*

Adjectives only, although some of them are used as nouns, are formed by the suffix *-ive*, which is added to Latin past-participial stems. These adjectives mean "having the power to" or "having the quality of."

aggressive	captive	native
appreciative	defensive	pensive
attractive	fugitive	progressive

47. *-ment*

Only nouns have the suffix *-ment*. They mean "the state, act, or means of." This is a very common ending, occurring also in words not of Latin origin.

Extend the list, adding at least ten words, and note especially the fact that final silent *e* is retained before *-ment* since it begins with a consonant, except in cases where the final *e* follows *dg*.

accompaniment	achievement	casement
adornment	amazement	commencement
amendment	arrangement	judgment
assignment	bereavement	acknowledgment

48. *-mony*

The suffix *-mony* also forms nouns only; it means "state or quality of," or "that which is connected with."

ceremony	patrimony
matrimony	testimony
alimony	

49. *-or*

The suffix *-or* has two meanings, forming two groups of nouns.

a. It forms nouns meaning "one who does" an act, or, as of a machine, "that which does" an act.

actor	governor	divisor
administrator	oppressor	incubator
chancellor	proprietor	motor
donor	tailor	tractor
doctor	transgressor	
editor	warrior	
executor		

Since this suffix is pronounced like *-er*, a spelling difficulty arises in deciding whether to write *-or* or *-er*. One should remember that the more usual nouns of agency, whether Latin or Anglo-Saxon, have the suffix *-er*. It would be wise also to become familiar with the above list of the more common words ending in *-or*.

b. The suffix *-or* also forms nouns meaning a condition.

honor	pallor	horror
labor	rumor	terror
furor	error	candor

50. *-ory*

The suffix *-ory* forms (*a*) adjectives meaning "pertaining to," and (*b*) nouns meaning "a place where."

(*a*)	(*b*)
auditory	armory
compulsory	dormitory
contributory	observatory
advisory	lavatory
satisfactory	laboratory
transitory	conservatory
sensory	

Test List for Sections 44-50

These words are to test your knowledge of the meaning of suffixes, the part of speech formed by them, and the proper joining of suffixes and roots:

aggressive	accompaniment
distinguish	testimony
infinite	opposite
acknowledgment	defensive
proprietor	transgressor
preparatory	banishment
commencement	ceremony
pallor	divisor
exquisite	dormitory
diminish	exhibit
achievement	replenish
expedite	progressive
appreciative	administrator

51. *-ous*

A legion of adjectives with the suffix *-ous* have the idea of "full of" or "abounding in." Study the groups below to familiarize yourself with the different ways in which this suffix which begins with a vowel is joined to roots of various consonant or vowel endings. Extend each group as you study it. Dividing these words into syllables will be helpful. The dictionary should of course be consulted for meanings whenever necessary, and for pronunciations in all cases of possible error.

ambiguous	anxious	beauteous
conspicuous	ingenious	courteous
continuous		hideous
	courageous	simultaneous
cāpācious	gorgeous	
capricious	outrageous	righteous
conscious		
	covetous	commodious
ambitious	desirous	curious
cautious	disastrous	glorious
propitious	grievous	harmonious
superstitious	heinous	imperious

52. *-tude*

The meaning of the noun-forming suffix *-tude* is "state or quality of being." The original adjectives in the stems can be easily traced except in *attitude*. But *latitude* and *longitude* have developed a special use.

amplitude	latitude	magnitude
attitude	longitude	multitude
quietude	solitude	gratitude

53. *-ure*

The suffix *-ure* forms nouns denoting the doing of an act or the result of an act.

aperture	departure	mixture
capture	juncture	procedure
composure	expenditure	tenure
conjecture	exposure	forfeiture
erasure	failure	inclosure

54. Suffixes from the Greek: *-ize*, *-ise*, *-ist*, *-ism*

One large group of suffixes originating in Greek should be recognized. They are (*a*) *-ize* or *-ise*, (*b*) *-ist*, and (*c*) *-ism*. These endings are added to Greek roots and to Latin roots. Most of the words thus formed have meanings relating to human activities and beliefs.

The verb-forming suffix *-ize*, meaning "to make," is sometimes seen in the form *-ise*, though the spelling *-ize* is preferred. But many words have roots or other endings in *-ise;* therefore it will be helpful to learn the following list of common words before taking up the suffix.

advertise	devise	franchise
arise	disguise	improvise
chastise	enterprise	merchandise
comprise	excise	revise
compromise	exercise	supervise
despise	surmise	surprise

a. In contrast with the above, note the idea of "to make" that is included in the meaning of such words as *brutalize*, *hybridize*, and the words in the first column under *c* on the opposite page.

b. Nouns ending in *-ist* occur with many of the same roots to which *-ize* is added to form the verbs. These nouns mean one who does an act, holds a belief, is concerned with some subject, or plays some instrument. Note such words in the following lists.

c. Abstract nouns formed on the same roots add the suffix *-ism*. They mean typical conduct, a condition, a system, or a principle.

Study the following groups of such related verbs and nouns:

antagonize	antagonist	antagonism
baptize	baptist	baptism
economize	economist	
galvanize		galvanism
hypnotize	hypnotist	hypnotism
naturalize	naturalist	naturalism
organize	organist	organism
realize	realist	realism
socialize	socialist	socialism
Americanize		Americanism
commercialize		commercialism

The three corresponding forms exist in relatively few cases. Extend each list as much as possible, noting corresponding forms when they do occur. Consult the dictionary for all doubtful meanings. Note especially the wide variation in the meanings of *naturalize, naturalist, naturalism; organize, organist, organism*, and some other words.

55. Changes of stems

Before we close our study of suffixes we should note that the stems of some words are changed when a suffix is added.

In the first six derived words below, the change of stem consists of the shortening of the syllable before the suffix. In the last four a sort of telescoping takes place, squeezing out the weak vowel *e*.

maintain	maintenance
sustain	sustenance
pertain	pertinence
pronounce	pronunciation
repeat	repetition
prevail	prevalent
hinder	hindrance
disaster	disastrous
monster	monstrous
remember	remembrance

Test List for Sections 51-55

If you are acquainted with the suffixes of these words, their spelling should not be difficult for you:

expenditure	economize	hypnotism
quietude	capacious	commodious
simultaneous	socialist	criticize
pronunciation	forfeiture	righteous
attitude	outrageous	magnitude
ambiguous	procedure	grievous
conjecture	accompanist	prevalent
antagonism	courteous	organism
hindrance	propitious	inclosure

CHAPTER III

WORD BUILDING: LATIN PREFIXES; LATIN AND GREEK ROOTS

Word building is a fascinating study. Our imaginations take us back to the time of our primitive ancestors when communication was carried on by signs and disconnected sounds. The monosyllabic Chinese language makes a striking contrast with the complex forms of modern European languages with all their richness of meaning in single words. Root meanings have been modified by long ages of development, often in several countries, until words as we have them are in themselves storehouses of human history.

The dictionary gives you hints of these stories. Some of the following words are like prologues of great dramas:

panic	boycott	sabotage
tantalize	influence	dilapidated
vestige	indent	

For our present purpose, however, a few principles of word formation will prove worth while.

More than a third of English words in common use are derived from the Latin. For example, you are familiar with the Latin expression *per annum*. Note how associated meanings are expressed by addition of prefixes and suffixes to the root. Learn these words:

per annum	by the year
annual	yearly
biennial	every two years
perennial	continuing year after year
centennial	pertaining to one hundred years

Prefixes from the Latin

Prefixes are largely of Latin derivation. Let us study some of them to learn what changes occur in joining them to different roots.

1. The prefix *ab-*

The prefix *ab-*, meaning "from," "off," "away," appears also in the forms *a-* and *abs-*, according to which may be most easily spoken with the first sound of the root. The *a* is short in *ab-* or *abs-*, but intermediate in *a-*.

abs tain	to keep from
a vert	to turn away
ab rupt	broken off
ab dicate	to cast off
ab solve	to free from
a bate	to do away with
abs tract	to draw off

How many words can you, with the aid of the dictionary, add to the list?

2. *ad-*

The prefix *ad-* is the Latin preposition meaning "to," "toward," "at." As it is a very common prefix it should be carefully studied. If you try to pronounce *ad-* with a following syllable beginning with the consonant *c*, *f*, *g*, *l*, *p*, *r*, *s*, or *t*, you find that it is impossible except with almost a full stop between them, as, *ad-fix*, *ad-cumulate*. Therefore the *d* changes to the consonant with which the root begins, as *accumulate*, *affix*. This is called assimilation of the consonant.

In the following lists literal meanings are given so that the force of the prefix in the meaning of the word may be evident.

a. Without assimilation:

ad apt	to fit to
ad equate	made equal to
ad dress	to direct to
ad here	to stick to
ad jacent	lying close to
ad journ	to put off to another day
ad minister	to give service to
ad mire	to wonder at
ad mit	to send to, to allow to enter
ad vertise	to turn to
ad vocate	a person called to

b. With assimilation to *c*, *f*, *g*, *l*, and *n*:

ac cept	to take to one's self
ac cident	that which falls to one
ac commodate	to fit to
ac complish	to complete
af fect	to make have relation to one's self
af flict	to strike upon
ag gregate	to herd together
ag gravate	to add to a burden
ag gressive	tending to begin attack
al lot	to set apart as a share
al ly	to bind to
al lude	to refer to indirectly
an nex	to tie to
an nihilate	to reduce to nothing
an nounce	to give notice to

c. With assimilation to *p*, *r*, *s*, and *t:*

ap pear	to come forth
ap pall	to make pale
ap point	to bring to the point
ap preciate	to put a price upon
ar range	to put in order
ar raign	to call to account
ar rogant	asking much for one's self
ar rive	(ad ripa) to come to shore
as sail	to leap out at
as similate	to make like
as sociate	to unite
as sist	to give support to
as sure	to make secure
at tend	to stretch toward
at tain	to reach to
at tract	to draw toward

Other common words with the prefix *ad-* may be added to this list with the aid of the dictionary. Look especially for the words in *ac-*, *ap-*, *as-*, *at-*.

Test List

Study the list to see if you can apply the principle of assimilation to eleven words formed with the prefix *ad-:*

accommodate	assailant	adjourn
adequate	abject	accumulate
allusion	aversion	assimilate
aggression	assurance	applied
alliance	appreciate	appearance

3. *com-* (meaning "with," "together")

The Latin preposition *cum* usually appears as *com-* in English words. The requirements of pronunciation when the prefix has been combined with the root cause the prefix to be spelled also *col-*, *con-*, *cor-*, and *co-*.

a. In these words *m* has been assimilated to the first consonant of the root: the prefix is *col-*, or *con-*, or *cor-*.

collapse	(col + lapse) to fall together
collaborate	to work together
collect	to gather together
collision	a striking together
connect	to join together
convoke	to call together
congress	act of coming together
correspond	to have communication with
corroborate	to strengthen by agreement
correlated	related with each other

b. In a very numerous list of words no assimilation has taken place, but the form may be *com-*, *con-*, or *co-*, according to which is more easily spoken.

combine	put (two) together
commerce	interchange of goods
committee	a group sent together
conspire	to breathe together
convenient	coming together
coöperate	to work together
coeducation	education of both sexes together
congregation	a gathering
coördinate	of equal rank

4. *dis-*

The prefix *dis-* means "apart" or sometimes adds a negative meaning. Usually it does not affect spelling except that one must remember that it never has two *s*'s. In *dissatisfied*, for example, the second *s* belongs to the root.

disappoint	disease
disinterested	disappear
disperse	distribute

a. But *dis-* becomes *dif-* in these words:

differ	to bear apart
difficult	not easy
diffuse	to pour out and spread

b. It appears as *di-*, without *s*, in these words:

dilapidated	with stones fallen apart
dilate	to spread wide
dilute	to wash away; to make thinner
dimension	a measure out in one line
diminish	to make smaller

Test List

The following words with prefixes disguised by assimilation or other change should be easy for you to understand and spell. Write after each word the unchanged prefix:

accomplish	association	aggravate
correspond	collapse	collection
affect	dilapidated	attraction
commercial	coöperate	convenient
difficult	differ	dilute

5. *ex-*

The Latin preposition *ex-* means "out," "out of," "away from," "beyond." Sometimes it intensifies the root meaning. It appears without change in the following words:

exaggerate	to heap up
exalt	to raise very high
exasperate	to make very rough
exceed	to go beyond
except	to take out
excite	to rouse
exhaust	to empty out
exhibit	to hold forth

Ex- changes to *ef-* in the following words whose roots begin with *f*.

efface	(ef+face) to rub out the face or form
effect	to make out
effort	a use of strength

The prefix *ex-* appears as *e* alone in the following words:

elapse	to slide away
emerge	to come out into view as from a fluid
emancipate	to let go of, to set free
eloquent	speaking out forcibly
emigrate	to move out of
emotion	a moving out of quiet

6. Pronunciation and syllabication

We have seen that prefixes are not mere attachments to the beginnings of words, but that they become through the demands of pronunciation parts of words. We find that how

a word is to be divided does not usually depend on origin or derivation of the parts of the word, but upon the sound of the vowels and the position of consonants.

A review of Section 2 of Chapter I will be of value.

The vowel of a prefix is short if two consonants follow it in a word, as is true of *ad-* and all its assimilated forms. But the pronunciation of prefixes with words beginning with vowels, or in cases where the vowel of a prefix is followed by a single consonant, requires attention. Study the list below with the help of the dictionary. Some of these words are often mispronounced.

adult	deference	emigrate
desert (noun)	elapse	presentation
desert (verb)	eloquent	predecessor

7. *in-*

The prefix *in-* means "in," "into," "upon," or "not," "without." It occurs in many words, often without change.

in- meaning "in"

incident	that which befalls
income	something that comes in
include	to shut in
innovation	something new
inscribe	to write in
inquire	to seek into
investigate	to trace into

in- meaning "not"

innumerable	not to be numbered
insignificant	not having meaning
intolerant	not enduring

But in a large number of words which deserve especial attention *in-* changes to *il-*, *im-*, or *ir-*, when the root begins with *l*, *m*, or *r*.

in- meaning "in"

illumine	to let light into
illustrate	to make clear
imbibe	to drink in
immigrate	to move into one country from another
impose	to place upon
irrigate	to let water into
inspection	a looking into

in- meaning "not"

illegal	not lawful
illiterate	not able to read
illusion	deception
immediate	not distant
impenetrable	not to be entered into
irregular	not regular
irresistible	not to be withstood

Test List

Write after each word the undisguised prefix. The record of your class in spelling this list should be 100%.

efface	illegible	emerge
emigration	diffuse	irrigate
illumine	immediate	effect
conspiracy	collision	corroborate
accident	immigrant	dilate

8. The prefix *ob-*

Ob- means "against," "before," "toward," but its meaning is often obscure. It becomes assimilated to *oc-*, *of-*, *op-*.

a.

obey	to give ear to
object	to throw before
oblige	to bind toward
obsequious	following, complying with
obstinate	standing firm against
obvious	being in front of, in the way

b. With assimilation to *c*, *f*, and *p*.

occasion	a falling down
occupy	to hold possession of
occur	to run upon, to meet one's eye
offend	to thrust against, to sin against
offer	to bring forth, present
opportune	before the port, ready, timely
oppose	to put against

9. *sub-*

The Latin preposition *sub-* appears as a prefix meaning "under," "below," "near." Assimilation takes place before *c*, *f*, *g*, *p*, and *r*.

a. It occurs without change in the following words:

subdue	to bring under
subscribe	to write one's name under
subsequent	following after
subterranean	under the earth's surface
suburb	district under or near city (Cities were formerly built on hills.)

b. In the following words *sub-* appears after assimilation as *suc-*, *suf-*, *sug-*, *sup-*, *sur-*, *sus-*.

success	that which comes after, a result; now only a favorable outcome
succor	to run under, to give support
suffer	to bear up under
suffice	to put under, to be equal to
suffrage	support with a vote
suggest	to put under, to present
supplant	to put under the sole of the foot, to displace
supply	to fill up underneath
support	to bear the weight of
surprise	to take unawares
surrender	to put one's self under
suspend	to hang under
sustain	to hold up from below, support

Test List

Explain the assimilation in the case of each prefix in the following list of words. If you can do this successfully it should help you in spelling the words correctly:

annihilation	occurrence
illegal	sustenance
occasion	elapse
sufficiency	opportunity
connect	difference
diminish	suggestion
effort	irremediable

10. Other prefixes from the Latin

Other prefixes from the Latin cause little difficulty in spelling, but their forms and meanings should be recognized. They will be mentioned briefly.

amb- means "around":

ambiguous	wandering around, not clear in meaning
ambition	a going around to solicit votes, desire for honor or power

ante-, means "before":

antedate	to date before
antecedent	going before

In a very few words *ante-* appears in the form *ant-* or *anti-* (although *anti-* usually means "against"; see Section 11 of this chapter).

antique	belonging to early times
anticipate	to take before

circum- means "around":

circumference	a line carried around
circumstance	that which stands around, an accompanying condition
circumscribe	to draw a line around

contra- means "against":

contradict	to speak against
controversy	dispute

de- usually means "from," "down," "away":

decay	to fall away
deceive	to take away from truth, to mislead
defer	to put off
dependent	hanging from
degrade	to step down, to reduce

extra- means "beyond":

extravagant	wandering beyond
extraordinary	beyond the common order

(Note that in *extraordinary* the first *a* is silent.)

inter- means "between," "among":

intellect	(inter + lect) that which chooses between
intercept	to take between beginning and end
intercede	to go between parties with a view to settling difficulties
interrupt	to break between
interval	between walls, a space between

intro- means "within":

introduce	to lead into knowledge of
introspection	looking within one's self

non- is the Latin word meaning "not." It is easily recognized:

nonsense	words or language not sensible
nondescript	not describable
nonexistent	not existing

per- signifies "through," "by," as in:

perceive	to take through the senses
percentage	rate or share by the hundred
perchance	by chance
persist	to stand through, be steadfast
persuade	to sway through, influence
persecute	to follow in order to injure
perspective	appearance of objects as seen from some point

post- is the Latin preposition meaning "behind" or "after"

posterity	those coming after, descendants
postpone	to place after
postscript	part written after

pre- means "before," as in:

precede	to go before
predominate	to be superior in power
prefer	to put before
preliminary	before the threshold, introductory
prejudice	a judgment made beforehand
president	one who sits before
prevent	to come before

pro- means "forward," "before":

proceed	to go forward
produce	to bring forth
profess	to own openly
progress	to step forward
prospect	that which is seen in front of one
provide	to look ahead

re- signifies "back," "again":

rebel	to war against, to resist
recognize	to know again
recommend	to consign to another's acceptance
recompense	to return compensation for
restrain	to draw back

The prefix *se-*, meaning "apart," "aside," "without," is not common.

secede	to withdraw
seclude	to shut away
select	to gather and put aside
separate	to prepare aside, to set apart
secure	without care

super- means "above," "over," "beyond":

superb	being above others
superficial	lying on the surface
superfluous	overflowing
superintend	to be above so as to direct
superstition	a standing still over a thing, in dread

trans-, appearing also as *tran-* or *tra-*, is an interesting prefix; it means "across," "over," "beyond":

transact	to carry through
transcend	to climb beyond
transfer	to carry over
transgress	to go across bounds
transient	passing over quickly
traverse	to cross over

11. Prefixes from the Greek

Some of the English prefixes are derived from the Greek. The chief ones will be mentioned as they occur in a few of the common words:

anti-, or *ant-*, means "against"

antagonist	one who opposes another
antislavery	opposing slavery
antiseptic	acting against poison
antarctic	opposite the arctic region

dia- means "through." It occurs in:

diagnose	to know through; to distinguish a disease
diagonal	from angle to angle
diagram	to draw through
dialogue	speaking through, a conversation
diameter	a measure through

syn-, sometimes assimilated to *syl-*, *sym-*, or *sys-*, meaning "with," occurs in:

syllable	sounds taken together
symmetry	measuring together
sympathize	to feel with some one
symphony	a harmony of sounds
symptoms	that which occurs with a disease
syndicate	an association to carry out a business project
system	a collection of objects depending on each other

Test Exercise

Can you give the meaning of each prefix? Why do these prefixes cause little difficulty in spelling?

introduction	progressive
circumstantial	recognition
anticipate	seclusion
ambiguous	superfluous
intercept	superstition
extraordinary	transgression
deception	antiseptic
nonsense	diagnosis
persuasion	syllable
posterity	symphony
preliminary	syndicate

Words of Latin Derivation

You have noticed as you studied the prefixes from the Latin that certain syllables used with them occur again and again. These foundation syllables may be called roots of words. Learning the most common of these will make you familiar with hundreds of words, without which your command of English would be superficial. Some tests have given evidence that pupils who have studied Latin have a greater facility in the use of English than those who have not had the advantage of Latin study. But it is the belief of many that as good results may be obtained by studying directly the vocabulary of English words which are derived from the Latin. In this process you will discover certain facts about word forms which will help you to avoid errors in spelling. Use the dictionary thoroughly in studying each group. Verify all doubtful pronunciations.

12. *ago*, *actum*, to act

English words derived from this Latin verb are numerous. From the stem of the present participle, *agens*, came the three words of the first column:

agency	agile	actuary
agent	agitate	actor
agenda	acts	actually
	activate	enactment

Extend the list and with the aid of the dictionary, if necessary, discover the distinctions of meaning. It is interesting to note how usage has developed a specific meaning of such a word as *actor*.

13. *anima*, soul, breath

From this noun are derived two groups of words, one having the idea of physical life, the other of spiritual life:

animal	animus
animalism	animate
animalcule	animosity

14. *annus*, year

Review the introduction to Chapter III, page 71, for words derived from *annus*, year.

15. *audio*, *auditum*, to hear

audience	audit	auditorium
audible	auditor	auditory

The specialized meanings of *audit* and *auditor* are noteworthy.

16. *capio, captum*, to take

One of the most fruitful of the Latin originals is *capio*, take. Its principal parts are *capio, capere, cepi, captum*. In English words the root vowel may be *a, e, i*, or *ei*.

capable	acceptance	incipient
capacious	receptacle	anticipate
captive	except	participant
captious	receive	perceive

Write the words meaning "not capable"; "the act of deceiving"; "to take captive"; and other forms of words in the list.

17. *cedo, cessum*, to go, to yield

cede	proceed	cession
accede	succeed	access
secede	exceed	accessible
recede		excessive
precede		necessity
intercede		process

Separate these words into their elements and explain each part. Note that *supersede* comes from a different root (Section 35). Consult the dictionary for the pronunciation of *process*.

18. *curro, cursum*, to run

current	course
currency	cursory
occurrence	precursor
recurrent	

Complete the list with combinations of these roots with other prefixes and suffixes.

Test List

Can you name the root syllable of these words and distinguish prefix and suffix? If so, you *know* these words, and spelling them correctly will have no difficulty for you:

perennial	receipt	success
enactment	exception	unprecedented
accessible	capable	animated
audit	agency	acceding
participating	anticipate	necessary
process	incipient	agile
secede	occurrence	excursion

19. *dico, dictum*, to say

diction	dictate	addict
dictum	dictionary	predict
		verdict

No English words have been formed on the present-tense stem, all having the *t* of the Latin participle.

20. *duco, ductum*, to lead

deduce	duct	deduct
educate	ductile	viaduct
induce	conduction	
seduce	product	

This list may be extended, by adding words formed by combining other prefixes and suffixes with these roots.

Note that the *c* is not hard or soft by nature, but according to whether it is followed by *e* or *i*, or by some other vowel or a consonant.

21. *facio, feci, factum*, to make, to do

facile	fact	perfect
feasible	faction	effect
faculty	factor	efficient
	factotum	deficiency
	benefactor	deficit
	manufacture	office

The change in the stem vowel from *a* or *e* to *i* or *ea* shows that the English words come from Latin compound words or from French derivatives of the Latin *facio*.

Form the words meaning "to make easy"; "bringing results"; "lacking in some respect"; and any other derivatives not given.

22. Pronunciation and syllabication

Review Sections 1 and 2 of Chapter I and Section 6 of Chapter III.

The nature of the vowels in Latin roots helps to decide how the derived words should be pronounced. But even the facts of origin are not final against the force of custom.

a. The words below are often mispronounced. All are accented on the first syllable, which in each case has a short vowel.

dec ade	dol or ous	stol id
doc ile	gran a ry	prog ress (n.)

b. Several words in which a long vowel closes the first syllable are sometimes mispronounced:

a vi a tor	me dic i nal	pe ri od ic
gra tis	mu nic i pal	sce nic

c. The following words have two permitted pronunciations, but the one indicated in the first column is preferred. The position of the second consonant in the first or second syllable tells whether the vowel preceding it is short or long, except in the second pronunciation of *ration*, where *-tion* can not be divided. Consult the dictionary for accents.

PREFERRED	ALTERNATIVE
leg end	le gend
pag eant	pa geant
de co rous	dec o rous
me di e val	med i e val
ra tion	rā tion
i so late	is o late

23. *gradior, gressum*, to step

grade	progress
gradual	digress
graduate	transgression

This Latin verb has been useful as a source of words to express the stepping of pupils through school.

24. *fero, latum*, to carry, to bear

This word has many derivatives, from two stems.

differ	preferable	relate
suffer	sufferance	dilate
refer		elated
offer		dilatory

After extending the list as far as possible, explain the double *f* in *differ* and *suffer*, the single *f* in *refer*, the double *r* in *preferred*, and the single *r* in *offered*.

25. *habeo, habitum*, to have, to hold

Habeo has some derivatives in which the root vowel is *i*.

habit	habitable	exhibit	prohibit
inhabit	habitation	inhibit	prohibition

What is the difference in meaning of the prefix *in-*, in the words *inhabit* and *inhibit?*

26. *lego, lectum*, to gather, to choose

diligence	collect	intellect
intelligence	elect	select
sacrilege		

With the aid of the dictionary explain the double *l* in *intelligence* and the meanings of the two roots in *sacrilege.* Write other words on these stems.

27. *mitto, missum*, to send

This verb is the source of many English words:

admit	permission	missile
remit	missionary	admissible
committee		

Add other forms to this list.

28. *moveo, motum*, to move

remove	mob	motion	motive
movable	mobilize	commotion	motor

Note the specialized meanings of several of these words. The change from *v* to *b* occurs also in some other words.

Test List

Prepare to recite on these words, explaining the organization of each. When they are finally pronounced to you, you should be able to spell them all easily.

conducive	factor	preferable
officers	commotion	intelligence
feasible	addicted	transgress
admit	mobilizing	induced
elated	efficiency	accept
graduate	commission	offer
exhibition	motive	missile
deficits	dilatory	mob

29. *nuncio*, *nunciatum*, to announce

announce	annunciate
denounce	denunciation
pronounce	pronunciation
pronounceable	

The change from *ou* to *u* is like some other vowel changes we have already noticed.

30. *pello*, *pulsum*, to drive

compel	repulse	compulsion
propel	impulse	impulsive
expel		expulsion
repel		

Write a list of these verbs in the past tense form, noting the double *l* in each.

31. *peto, petitum*, to seek

compete competitive petition

32. *pono, positum*, to put, to place

opponent	pose	position
deponent	post	positive
	oppose	
	depose	

Add to this list verbs formed with other prefixes, and the related nouns.

33. *scio, scitum*, to know

From this verb are derived some English words which will no longer be difficult to spell after you have become familiar with the root.

science	consciousness
conscience	conscientious
conscious	

Study the pronunciation of these words, consulting the dictionary if necessary. Note that in some of them the root and a suffix are fused into one syllable.

34. *scribo, scriptum*, to write

scribe	prescribe	script
scribble	describe	scripture
inscribe	indescribable	description
ascribe		

Explain why it is an absurdity to misspell *describe* with an *in* place of the *e* in the first syllable.

35. *sedeo, sessum*, to sit

sedentary	preside	session
sediment	president	
supersede		

36. *sequor, secutum*, to follow

sequel	sequence	consecutive
	consequence	execute

In the word *execute* the *s* of this root is omitted after the *x* of the prefix.

37. *servo, servatum*, to save

conserve	conservation	conservative
preserve		
deserve		

38. *specto, spectatum*, to look

aspect	spectacle	specter
respect	respectable	expect
inspect	introspective	

The word *expect* is derived from this root, but the *s* has been swallowed by the *x*. The result looks like the work of a spelling reformer.

39. *spiro, spiratum*, to breathe

conspire	inspire	spirit
conspiracy	perspire	

Add to the list other words on this stem.

40. *sto*, *statum*, to stand

instance	state	statue
stable	station	statute

Note the specialized meaning of *statute.*
Write the noun meaning "lack of firmness."

41. *tendo*, *tensum* or *tentum*, to stretch

attend	attention	tense
extend	extension	extensive
distend	distension	extensible
intend	intention	intensive
pretend	pretension	pretense

The confusion of *-sion* and *-tion* is not surprising, since the Latin participle was spelled in the two ways. Write a list of all the forms in *s* and memorize them.

This verb is distinguished from the following by the *d* in the present stem.

42. *teneo*, *tentum*, to hold, to keep

tenacious	retain	retention	pertinacious
tenable	detain	detention	pertinent
tenant	sustain	sustenance	impertinent
tenure	obtain	obtainable	
	pertain		

The relation in meaning of these English words to the root meaning is very interesting. Study especially the two meanings of *impertinent.*

Many of the derivatives of this verb are distinguished from those of the preceding verb by the *ai* or the *i* in the root.

43. *venio*, *ventum*, to come

convenience	convention
convene	intervention
intervene	event
supervene	prevent
	advent

Complete this list. What is the literal meaning of *convenience?*

44. *verto*, *versum*, to turn

convert	adverse	convertible
divert	version	advertise
invert	diverse	convertibility
pervert	controversy	reversibility
revert	versus	
subvert		

Write synonyms, based on this root, of the following words: amusement, argumentative, interchange of ideas, misfortune.

45. *video*, *visum*, to see

provide	revise	vision	vista
evident	advise	visual	
		visage	
		visit	
		visor	
		visible	

Compare the literal meaning with the actual meaning of *provide; advise.*

46. *vivo, victum*, to live

vivid	vivacious	victuals
revive	survive	
vivisect		

Extend the list.

47. *voco, vocatum*, to call

vocal	invoke	vocation
	provoke	avocation
	revoke	convocation
		provocation

Explain the use of *k* instead of *c*, in the verbs.

Test List

Do you know the roots, the prefixes, and the suffixes of these words? Can you give other derivatives of the same root words? Can you spell the list with 100% accuracy?

inspire	tenable	evident
conspiracy	sustain	provision
instance	sustenance	survival
stability	convenience	vocation
attend	event	revoke
intensive	adversity	provoking
tensile	advertise	conscientious

Many other Latin stems are fruitful sources of English words. But the derivatives of the verbs mentioned sufficiently illustrate principles of word formation and help to build up a useful vocabulary.

48. Words derived from Greek roots

Hundreds of English words, especially scientific words, are of Greek origin. Many others came from Greek into Latin and later into English. We should be able to recognize some of the common words of Greek origin.

arch-, meaning "first," "chief," or "governing," is pronounced to rime with *march* when it is used as a prefix before an English word beginning with a consonant; in other combinations it is pronounced like *ark*.

archaic	archipelago	archbishop
archangel	archeology	archduke
archive	patriarch	archfiend

auto-, meaning "self," is used as a prefix in a large number of words. In the days of the first "horseless carriages" when a name for the new invention was much discussed, *automobile* became finally the preferred name, although it is a hybrid word, the first part coming from the Greek, the rest of it from the Latin.

autocracy	auto-intoxication
automatic	autonomous
automaton	autopsy

bios, life:

biochemistry	biogenesis
biology	
biography	

kratein, to rule:

democracy	autocracy
aristocracy	democrat

demos, the people. This word is noteworthy not for the number of words derived from it, but for their importance.

democracy
democrat
demagogue

gramma, a letter:

grammar
diagram
telegram

graphein, to write:

graph
graphic
graphite
graphophone
autograph
biography
geography
telegraph
stenographer

logos, word, speech, reasoning:

logic
biology
geology
catalogue
decalogue

metron, a measure:

meter
metric
metrical
thermometer
taximeter
voltmeter

pathos, feeling:

pathos
pathetic
pathology
antipathy
sympathy

philos, loving:

philanthropist
Philadelphia
philology
philter
philosophy
philander

phone, a sound:

phonograph
telephone

pneuma, air, breath:

pneumatic
pneumogastric
pneumonia

polis, a city:

politics
police
metropolis
cosmopolitan

techne, art:

technical
technique
architect
technology

theos, God:

theology
atheist

tele, far away:

telegraph
telephone
telescope
telepathy

zoön, an animal:

zoölogy
protozoa
zoöphyte
zoöspore

Test List

Can you describe the organization of these words? Can you spell them correctly?

autobiography	democracy	zoölogy
diagram	graphophone	aristocracy
antipathy	philanthropist	telescope
philology	cosmopolitan	thermometer
patriarch	architect	phonetics

49. Radio words

The fact that scientists turn to Greek and Latin for names for their inventions is illustrated by this list of terms used in connection with wireless telegraphy and telephony.

amplifier	from L. *amplificare*, to enlarge
antenna	" L. *antenna*, yard of a sail
audion	" L. *audire*, to hear
autocoherer	" Gr. *autos*, self L. *cohaerere*, to stick together
autodyne	" Gr. *autos*, self Gr. *dynamis*, power
dielectric	" Gr. *dia*, through Gr. *electron*, amber
helix	" Gr. *helix*, a spiral
generator	" L. *generare*, to produce
heterodyne	" Gr. *heteros*, other Gr. *dynamis*, power
impedance	" L. *impedire*, to entangle the feet

inductance	"	L. *in*, into L. *ducere*, to lead
microfarad	"	Gr. *micros*, small *Faraday*, name of an English electrician
microphone	"	Gr. *micros*, small Gr. *phone*, a sound
mitigator	"	L. *mitigare*, to render mild
radiogoniometer	"	L. *radiare*, to emit rays Gr. *metron*, measure Gr. *gonia*, an angle
rheostat	"	Gr. *rheos*, a stream Gr. *statos*, a standing still
solenoid	"	Gr. *solen*, a channel Gr. *eidos*, form

CHAPTER IV

CONFUSING, DIFFICULT, AND TECHNICAL WORDS

You should now pause to review the course you have taken in spelling. In the first chapter much attention was paid to matters like the use of apostrophes, the doubling of final consonants, the omission or retention of final silent *e*. Since illustrations of these principles occur in nearly every sentence we write, time was well spent in studying each group thoroughly.

In Chapters II and III, which discuss word formation, you studied often the same familiar words you had drilled upon in Chapter I, from the point of view of how their parts originated and were put together. Many new words, too, have been added to your vocabularies. You should have developed ease in recognition of the parts of a word, ability to distinguish differences quickly, and accuracy in spelling all common words.

So far in the book you have been aided by the grouping of similar words to concentrate your attention upon one form long enough for mastery, but in the actual writing of letters or other compositions, confusingly different words will occur close together. The test of one's ability to spell will be met only when one writes words accurately in the ordinary processes of life.

For the purpose of testing your ability you are to be confronted in this chapter with words in even more confusing connections than would actually occur and with more difficult words than the usual vocabulary contains. Remember, however, that no new principles of word formation appear, and that careful attention to pronunciation, syllabication, and meaning will give you quick mastery of any word.

1. Words sometimes confused

(This section should be divided into assignments as the teacher directs.)

If you misspell any of these words when the following sentences are dictated to you, study the offenders from every point of view: prefix, root, suffix, pronunciation, meaning, use. Write only the one word to be attended to in each sentence,—the one indicated by italic type.[1]

1. The audience was deeply *affected* by the story.
2. A reorganization has been *effected*.
3. I *accept* your offer.
4. The government should *except* from the list all under eighteen years.
5. Every one has *access* to the files.
6. There is an *excess* of sugar in his diet.
7. She is an *adept* in stenography.
8. She should *adapt* her style of dress to her figure.
9. He is willing to *adopt* new methods.
10. He never takes another's *advice*.
11. We *advise* you to hire a lawyer; you need good *counsel* if you are sued.
12. He was made *consul* at Liverpool.
13. Have you ever attended a *council* meeting?
14. The two organizations will *coöperate*.
15. They are not yet *corporate* organizations.
16. The general commanded the eighth army *corps*.
17. The *corpse* showed no evidence of a *diseased* condition
18. The *deceased* was a young man.

[1] When the sentences are dictated, the italicized word should be repeated at the end. For example: "The audience seemed to be affected by the story. *Affected.*"

19. We owe *deference* to all in authority over us.
20. The *difference* is five dollars.
21. The Great Plains were once called the Great American *Desert.*
22. Pie is the great American *dessert.*
23. The lawyer could *elicit* little information from her.
24. He was arrested for the *illicit* sale of drugs.
25. Women are *eligible* to most offices.
26. The writing was *illegible.*
27. We greeted him with *expansive* smiles.
28. He wore an *expensive* hat.
29. A dictionary will *facilitate* your study of spelling.
30. The manager should *felicitate* the successful agent.
31. The purchase was made on the basis of a *factitious* demand.
32. He made a *fictitious* statement.
33. She can walk *farther* than I can.
34. We should study the case *further.*
35. The delegation was *formally* received at the city hall.
36. He was *formerly* the secretary of the company.
37. The writer was *hypercritical* in his review of the play.
38. He shows his dislike plainly, for he is not *hypocritical.*
39. *Ingenious* men should have leisure to work out their inventions.
40. He has an *ingenuous* expression.
41. Every *lineament* of his face expressed determination.
42. Is this *liniment* good for a sprain?
43. One of the bolts was *loose.*
44. To *lose* one's purse is not fatal.

45. The new *ordinance* forbids parking on this street.
46. During the war he held a position in the *ordnance* department.
47. The plan for reorganizing the corporation is too involved to be *practicable.*
48. She has a *practical* knowledge of nursing.
49. We are following a well-known *precedent.*
50. The *president* may decide the question.
51. We will argue the question upon these *premises.*
52. His happiness is based upon the *promises* in the Bible.
53. The cardinal's song is a *prophecy* of spring.
54. Who can *prophesy* about business tendencies?
55. We *propcse* that the bill be paid.
56. We *purpose* to continue our efforts.
57. Close the letter with the phrase, "*Respectfully* yours."
58. The three paragraphs discuss *respectively* the income tax, the sales tax, and the excess profits tax.
59. Every *spear* glittered in the sunlight.
60. Each must find his *sphere* of usefulness.
61. That appliance is used on *stationary* engines.
62. We do not keep their *stationery* in stock.
63. In the hall is a *statue* of Lincoln.
64. A gasoline tax law is now one of the *statutes* of Ohio.
65. Do not carry with you *valuable* papers.
66. He is pleasant of manner and *voluble* of speech.
67. His statements are not always *veracious.*
68. He has a *voracious* appetite.
69. A red *wreath* was placed there at Christmas time.
70. We can *wreathe* the pillars with vines.

Review Sections 10 and 17 of Chapter I before studying 71-76 below.

71. Do not look for John; he has *already* gone.

72. Call the chauffeur; the children are *all ready* to go.

73. The garden was *altogether* lovely.

74. Now, *all together*,—sing!

75. It is *altogether* too soon to break up this party.

76. *All together*, the judge's position is difficult.

2. Homonyms

(This section, including pages 109–111, should be divided into assignments as the teacher directs.)

Would you patronize a restaurant that advertised "Stake Dinners?" At least you wish to avoid any similar ridiculous misspelling. But when you consider how many English words are exactly like some other word in sound, you are compelled to sympathize with those who have had too brief an acquaintance with our language to associate sound, appearance, and use of these troublesome words.

You should be able to spell correctly the italicized words in the following paragraphs; and you should also be able to spell and use correctly the homonyms of these words. For example, besides writing the first sentence of the next paragraph correctly, you should write the words *bridle*, *past*, *isle*, etc. in correct phrases or sentences, such as "A horse's bridle"; "He walked past the gate"; "An isle is an island." Do not overlook the fact that *pair*, *sights*, *too*, and *Hughes* are each one of a group of three words pronounced alike.

The joy on the faces of the *bridal* couple as they *passed* down the *aisle* from the *altar would augur* well for *their* future. From the *choir in* which the cousin of the bride was the leading *bass*, a loud chorus *pealed forth*. It *seemed* to be a

fête day for the *whole* company. The *principal guest*, a *colonel* in an army *corps*, attracted much attention.

For *eight days* the honeymoon lasted. Mr. and Mrs. *Hughes* visited the *capital* city, stopping at other cities en *route*. In Washington the *pair* would *roam* about from morning to *night*, seeing all the *main sights*. In Congress they *heard* a speech about *Muscle* Shoals. But all *too* soon their last draft had been cashed, and they had only their *fare* home after their *board* bill had *been* paid.

By means of a *loan* from his father they were able to begin housekeeping in a *suite leased* from an uncle. Of *course* there was a lien on the furniture, which was a *symbol* of the *current* of their affairs. *Beer* and gambling *bore* them down to the stage where to hope for *succor* was *vain*. Then he was *haled* into the *presence* of a judge and *indicted* for trying to *peddle* or *canvass* without a license. His wife, with a *pale* face, *flew* for aid. She *raised* enough money to *bail* him out.

From such a state of *wreck* there was but *one way* out, upward. With *patience* one could *write* in similar *style* another *tale* about their *ascent* to the *peak* of good fortune.

More material for similar stories using homonyms may be found in the following list. Only one word of a group is given; the other one or two (two for example in the cases of *cent*, *rein*, *sees*, *sew*, *vain*, *write*) you should be able to supply, together with the meanings of all:

bade	beet	bough	bred
bare	berth	bowlder	bury
beau	blew	brake	buy
beech	borough	breach	candied

cannon
cede
ceiling
censer
cent
cereal
cession
chased
chord
chute
claws
climb
creak
Dane
deer
dew
done
dual
dyed
feat
fir
flee
flour
forte
fowl
frieze
gait
grate
grisly
groan
guild
hare
haul
hear
heel
heir
hose
jamb
kiln
knead
knew
lane
led
leek
lessen
lode
lye
maid
mail
mantel
meat
medal
mettle
mien
minor
missed
mite
mustard
neigh
nose
owed
pain
peer
piece
plait
plane
plumb
poll
pour
quartz
rap
reed
red
rein
road
role
rote
ruff
rye
sail
scene
scull
sear
sees
seine
serf
sew
sheer
shown
sleigh
sleight
soar
sole
stares
steel
steppe
straight
surge
taut
teem
tier
threw
throes
troupe
urn
veil
vise
waist
waive
ware
weak
weight
wreak
wrest
wring
yolk

Difficult Words for Study and Review

The words so far included in this book have been selected upon the principle of frequency of use. Even in the lists which follow—Sections 3 to 15—you will find no rare words, but some of them are not found in the ten thousand most common words, according to Thorndike's "The Teacher's Word Book." A useful spelling vocabulary should include perhaps fifteen thousand words.

Before beginning the use of these lists in testing your knowledge of words and your ability to spell them, it will be wise to review principles of wide application such as the doubling of final consonants, the omission or retention of final silent *e*, the types of words with certain suffixes, assimilation of the consonants of prefixes, and especially pronunciation and syllabication. Look over the sections listed in the table of contents under these heads.

When the words are pronounced to you, you should keep accurate record of the ones you misspell, and you should study them to the point of mastery.

(The teacher should give each word in a phrase or sentence and then repeat the one word to be written. For example, "The blind man was led into the room. *Led.*" "Clergy and laity. *Laity.*")

3

led
laity
biscuit
conscientious
divide
jewelry
announcement
expelled
balance
juvenile
all right
dining
assistance
tragedy
symmetrical
affectionately
parliamentary
occurrence
acquire
circumstantial

4

despair alibi abhorrence
escaping disappointing allege
abbreviate necessarily harassed
ninety laurels promenade
leisure inseparable simultaneous
dilapidated opportunity unprecedented
gauge preferred electrolier
superintendent parachute

5

alias nuisance opponents
ninth occasion ammonia
install lucrative outrageous
immediately irresistible dirigible
believing ostensible pageant
humiliate mucilage nucleus
accumulate tyrannical maneuver
pneumonia metaphorically

6

advisable simile arraigned
tolerate excitable victimized
Belgian disappoint mischievous
concede elicit amateur
salable incessant usage
recognize predecessor subtle
molasses tableaux troupe
unscrupulous recommendation

7

recede benevolence defendants
similar denunciation schedule
banana efficacy martyr
crucible unparalleled alcohol
despondent eccentric dispatch
implicit vilify chauffeur
occurred tacit supersede
deteriorate questionnaire

8

strenuous incentive biennially
battalion umbrella aggressive
identical villain privilege
parallel fallacious parasite
obliquely whimsical annihilate
accede conferees annually
bicycle dependent reciprocate
domicile notoriety

9

chattel suffice apologize
siege pursuance avarice
whether injurious emanate
deferred prophecy catastrophe
feasible intercede versatile
yacht vicinity cafeteria
icicle attainable embassies
exaggerate aggregate

10

association
warranty
forthcoming
dictionary
sieve
untenable
inference
intervening
humorist
precede
traceable
separate
pistil
scrutinize
politician
episode
athletics
crystallize
vitiated
appraiser
caucus
candidacy
stationery

11

preparation
suffrage
trivial
proceed
suspicious
propelling
stereotyped
propaganda
khaki
permanent
pneumatic
sympathize
persuasion
principal
consensus
hybrid
interlocutory
transient
acquaintance
skepticism
susceptible
assuage
incompatibility

12

barbarous
convenient
tantalize
description
foreign
manageable
replevin
criticism
achievement
rarefy
intrinsic
acreage
collectible
repartee
incurred
assassination
asinine
rheumatism
anonymous
portière
emphasizes
restaurant
accommodation

13

affable obvious epitomize
rabid discernible apparel
Belgium deferred naïve
advantageous codicil hypnotize
bachelor dyspepsia embarrassed
parenthetical coincidence perspiration
inadmissible corroborate precedence
arrangement acknowledgment

14

intricate incidentally contemptible
materially disappearance accidentally
assessor conjecture arraigned
prerogative eminence perfunctory
accrued avoirdupois cynicism
caviling desiccated cemetery
attendants illicit Chautauqua
competitors misappropriating

15

definite existence facile
forty fraternal plausible
efficiency participate gymnasium
exceed feminine extirpate
explicit gallantry gratuitous
filial pertinent exhilaration
guarantee interfering fictitious
typographical paradoxical

16. Names of persons and places

All sorts of strange combinations of sounds and signs for them occur in names. One can not be expected to spell uncommon names correctly on first hearing them. But those which occur frequently in your writing should be learned. For the others one should keep a gazetteer and dictionary at hand.

The list below contains some of the names with which any one living in or near Cleveland, Ohio, should be familiar. You should compile a similar list for your community and learn it in place of this one. Include firm names that are of local importance.

Cuyahoga River
Bratenahl Village
Euclid Avenue
Payne Avenue
Windermere
Fairmount Boulevard
Ashtabula
Chillicothe
Elyria
Wickliffe
Willoughby
Cincinnati
Lorain
The Carnegie Library

17. Plurals and possessives

Plurals of names and words need study. Often a singular form is well known, but the plural has escaped attention. The same thing is true of possessives.

a. Review Chapter I, Section 9 on possessives; then write correctly from dictation such sentences as the following:

1. The Thomases own two houses in the allotment. The Johnsons' house is being built.
2. Charles's desk is next to Mary's.
3. The Harlon Bros. Company is having an anniversary sale this week.

4. The Salsbury-Brown Company's store is near the Harlons'.
5. James, Smith & Andrews's sign can be plainly seen from my window.
6. The French Company's advertisement in Horton's Magazine is attracting notice.

b. Many difficult plurals are irregular formations or foreign words. Supply the singular forms of the following words:

ladies	courts-martial	analyses
chimneys	sons-in-law	theses
soliloquies	cupfuls	synopses
churches	handfuls	bases
leaves	cameos	nuclei
halves	folios	phenomena
thieves	mosquitoes	vertebræ
handkerchiefs	tomatoes	radii
beliefs	heroes	bacteria
women	halos	criteria
geese	pianos	genera
sheep	zeros	larvæ
mice	mesdames	species
Germans	messieurs	crises
talismans	alumni	foci
groomsmen	alumnæ	matrices

formulas or formulæ	strata or stratums
beaux or beaus	bandits or banditti
tableaux or tableaus	cherubs or cherubim
indexes or indices	seraphs or seraphim

18. Words adopted from the French

These words from the French are so common that they should be correctly pronounced and spelled by people of ordinary education. The pronunciations suggested are those given in Webster's New International Dictionary and the school dictionaries based upon it.

attaché (ȧ/tȧ/shā′)	débris (dā/brē′)	garage (gȧ/räzh′)
bouquet (bo͞o-kā′)	début (dā/bū′)	lingerie (lăɴ′zh'rē′)
bourgeois (bo͞or′zhwȧ′)	débutante (dā/bū/tăɴt′)	massage (mȧ-säzh′)
camouflage (kȧ/mo͞o/fläzh′)	encore (äɴ′kôr′)	naïve (nä-ēv′)
chargé d'affaires (shär′zhā′ dȧ/fâr′)	ensemble (äɴ/säɴ′bl′)	negligee (nĕg′lĭ-zhā′)
chauffeur (shō/fûr′)	faux pas (fō/ pä′)	noblesse oblige (nō/blĕs′ ō/blēzh′)
chic (shēk)	fiancé (masc.) (fē/äɴ/sā′)	piquant (pē′kănt)
cliché (klē/shā′)	fiancée (fem.) (fē/äɴ/sā′)	tête-à-tête (tāt/ȧ-tāt′)
coup d'état (ko͞o′ dā/tȧ′)	frappé (frȧ/pā′)	tour de force (to͞or′ dē fôrs′)

Business Terms

Any word may occur in business writing, but a certain rather large vocabulary is especially common in business usage because the ideas denoted have to do with general business methods. Sections 19–22 include many such business terms. In these sections,—as in all other sections in this book,—the dictionary should be consulted for any word of doubtful pronunciation or meaning.

19. Words relating to money

finance
financial
financier
fiscal
bourse
disburse
reimburse
bonus
bounty
largess
arrears
bullion
brokerage
cartage
demurrage
drayage
freightage
haulage
lighterage
storage
trackage
truckage
income
expense
interest
increment
cashier
capital
coinage
commission
debenture
deficit
defray
demonetize
remonetize
deposit
depository
depreciation
discount
dividend
draft
drawee
payer
payee
duebill
dun
duty
emolument
excise
exorbitant
fee
fiduciary
graft
greenback
currency
installment
mintage
monetary
monometallism
overdraw
numismatic
pecuniary
perquisite
pittance
principal
proceeds
profiteer
quotation
realize
rebate
recoup
refund
remittance
revenue
salary
stipend
security
specie
subsidy
surcharge
tariff
teller
treasurer
voucher

20. Words relating to the human element in business

accountant
actuary
adjuster
advocate
agent
amanuensis
annuitant
apprentice
assessor
auctioneer
auditor
bankrupt
bear
broker
bull
bursar
charlatan
clerical
clientele
comptroller
controller
concern
consignee
consul
contractor
coöperation
copartnership
corporation
council
counsel
courier
creditor
curator
customer
debtor
deputy
director
directorate
employee
entrepreneur
factor
factotum
grocer
haberdasher
hawker
huckster
incumbent
jobber
journeyman
lessee
lessor
longshoreman
manager
manipulator
merchant
middleman
morale
mortgagee
mortgagor
mountebank
organization
partner
pawnbroker
peddler
personnel
profiteer
promoter
proprietor
proxy
realtor
receiver
representative
salesman
scalper
signatory
speculator
statistician
stenographer
stevedore
stockjobber
subscriber
syndicate
underwriter
vendor

21. Words relating to business activities

accounting
accredited
acknowledgment
allot
appraisal
appropriate
arbitration
assay
audit
barter
boycott
campaign
canvass
certify
charter
concession
consign
consolidation
contract
copyright
corner
countermand
countersign
defalcation
display
duplicate
employ
equity
estimate
execute
export
fabricate
file
foreclose
forfeit
franchise
guarantee
hazard
hedge
incorporate
indorse
initiate
install
insurance
inventory
invoice
issue
itemize
jettison
lease
legitimatize
license
lien
liquidate
lockout
manage
manufacture
merchandising
merge
mimeograph
monopolize
mortgage
mulcting
negotiate
option
overproduce
patented
pawn
petition
pledge
postdate
propaganda
pro rata
questionnaire
retail
sabotage
salvage
specialize
sublet
subsidize
systematize
transship
utilize
withdrawal

22. Words relating to forms and materials of business

acceptance
addressograph
archives
balance
ballast
bazaar
bonanza
cablegram
cipher
code
commodity
coupon
covenant
credential
data
effects
enterprise
excelsior
firkin
fixture
hypothesis
inclosure
ingot
insignia
itinerary
journal
layout
ledger
mandate
margin
matrix
ordinance
overhead
pact
patent
piecework
policy
premium
prestige
principle
priority
prospectus
provender
publicity
rating
realty
remnant
residue
royalty
schedule
scoop
staple
statistics
waiver

Technical Terms

A stenographer who knows how to spell not only the words of the usual vocabulary of a business man but also the technical words of his particular business is a highly prized assistant. As in the case of proper names, no school can teach the spelling of technical terms. General study of word formation is of the greatest value, but definite attention must be paid by each new office employee to the learning of this technical vocabulary of his firm. To do this may require visits to libraries for technical dictionaries and

glossaries. But the ambitious beginner will make no mistake in applying such methods.

The lists that follow are merely suggestive.

23. Words relating to dry goods

apparel
appliqué
batiste
bias
cambric
celluloid
chamois
chenille
chiffon
Cluny
corduroy
crochet
crêpe de Chine
décolleté
flannelette
gauntlet
georgette
gingham
hosiery
khaki
millinery
nainsook
organdie
percale
picot
piqué
sateen
satin
selvage
serge
skein
trousseau
upholstery
Valenciennes
worsted
zephyr

24. Legal terms

affidavit
annulment
attorney
brief
caveat
chattels
circumstantial
codicil
demurrer
docket
duress
escheat
extenuating
felony
gratuitous
habeas corpus
jurisprudence
larceny
misdemeanor
nolle prosequi
pettifogger
prejudice
pro tempore
quasi
rebuttal
replevin
reprieve
rescind
status
subpoena
surrogate
venire
vitiate

25. Letter using legal terms [1]

January 9, 19—

No. 350715.

John A. Semmon, Register of Wills,
City Hall, Philadelphia, Pa.

Dear Sir:

Mary J. Donn, executor of the estate of Ella D. Donn, deceased, has consulted us with regard to a notice from you that she will have to pay an inheritance tax as sole and collateral legatee of the estate above named.

Miss Donn tells us that as she is sole legatee she was assured at your office that she would not have to have an inventory and appraisal of the estate. Such would be the case in Ohio. I take it from your notice with regard to the inheritance tax, however, that some sort of inventory will be necessary. If you have blanks specially adapted for such an inheritance tax inventory, will you kindly return me one in the stamped envelope inclosed? And will the law of Pennsylvania be satisfied if this inventory bears a simple affidavit from an Ohio notary?

If Miss Donn misunderstood what was told her, and if it is necessary for her, although she is sole legatee, to file a regular inventory, kindly notify me.

Very truly yours,

Reever, Black, and Barber

---

[1] Based on a letter supplied through the courtesy of Judge Florence E. Allen, Columbus, Ohio.

26. Form of surety bond

KNOW ALL MEN BY THESE PRESENTS that we, James F. Brown, as principal, and Robert S. Stone and Samuel Curtis as sureties, are holden and stand firmly bound unto Thomas Fletcher of Akron, in the county of Summit and Commonwealth of Ohio, in the sum of two thousand dollars, to the payment of which to the said Thomas Fletcher or his executors, administrators, or assigns, we hereby jointly and severally bind ourselves, our heirs, executors, and administrators.

THE CONDITION of this obligation is such that whereas the said Thomas Fletcher has caused the goods and estate of the said James F. Brown to the value of two thousand dollars to be attached on mesne process by virtue of a writ in favor of the said Thomas Fletcher against the said James F. Brown, bearing date the eighth day of February, A.D. 19—, and returnable to the Superior Court for the County of Summit in the State of Ohio on the tenth day of March, A.D. 19—, and whereas the said James F. Brown desires to dissolve said attachment according to law,—

NOW THEREFORE, if the said James F. Brown shall, within thirty days after the final judgment in the aforesaid action, pay to the plaintiff therein the amount, if any, which he shall recover in such action, and shall also, within thirty days after the entry of any special judgment which may be entered in said action in accordance with Chapter 171 of the Public Statutes of said Commonwealth, pay to said plaintiff the sum, if any, for which such special judgment shall be entered, then this obligation shall be void; otherwise it shall be and remain in full force and virtue.

IN WITNESS WHEREOF we hereunto set our hands and seals this first day of November, A.D. 19—.

Signed and sealed in presence of ----------

---------- ----------

27. Electrical terms

accumulator	filament	residual
ampere	generator	amplifier
ammeter	incandescence	broadcasting
antenna	kilowatt	electromagnetic
armature	microphone	heterodyne
auxiliary	ohm	interference
commutator	polarization	oscillations
dynamo	rheostat	radiophone
electrode	voltmeter	static

28. Terms used in printing offices

point	chase	transposition
ems	galley	composition
quadrat	emboss	imposition
pica	furniture	make-up
italics	tympan	font
roman	quoin	collate
gothic	deckle-edged	perforate
boldface	folio	make-ready
condensed	insert	bleed
leaded	calender	ream
linotype	lithograph	platen
monotype	ligature	line gauge
justification	gripper	vignette
impression	halftone	zinc etching
logotype	overlay	photo-engraving
signature	electrotype	kern
rotogravure	stereotype	slip sheet

29. A letter using printing terms

Cleveland, Ohio,
June 21, 19—.

The Barker Printing Co.,
124–126 W. Tenth St.,
Pittsburgh, Pa.

Dear Sirs:

We are inclosing the layout and copy for a booklet and desire a cost estimate on 10,000 copies, size 4x6—36 pp., to be worked as follows:

Thirty-two pages on 60-lb. M. F. book, with center insert of four pages on 80-lb. calendered book, carrying halftones.

The cover is to be worked in two colors on a 65-lb. antique-finished stock, deckle running at bottom. The book is to be wire-saddle-stitched. The body is to be set in 8-point solid, with 10-point fullface cap heads; folios centered at bottom. This is all straight linotype work, 16 ems wide, there being no cuts or run-arounds, with the exception of the halftone insert, which will consist of four full-page cuts.

We await an early reply.

Yours very truly,
The Fairway Realty Co.
J. C. Seever, Pres.

T5-CWS-177